

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

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Outdated

The girl who is pledged to Humanity

I know that on every battlefield some woman—such as I shall try to be—is helping to save the lives of American soldiers, perhaps the life of my own brother, perhaps your sweetheart.

Nurses are needed everywhere, and so I am going to be a nurse . . . training here at home . . . with later a free choice of how I shall serve. I am going to help people get well, and someday I am going to be a better wife and mother, too, because of this training in the proud profession of nursing.

Yes, nurses are needed—here at home in civilian hospitals and clinics as well as military. To train them, your government, through the U. S. Cadet Nurse Corps, offers to intelligent young women a professional education free . . .

with smart street uniforms . . . a monthly allowance while learning . . . preparation for a wide choice of interesting work such as nursing executive, public health nurse, child health specialist, or anesthetist. And in any essential nursing job, you will be serving your country as well as yourself. If you are a high-school graduate, between 17 and 35, with a good scholastic record, and in good health, get further information now at the nearest hospital, or write: U. S. Cadet Nurse Corps (U.S. Public Health Service), Box 88, New York, N.Y.

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PREPARATION FOR PERSONNEL MANAGEMENT

JOHN W. RIEGEL, Director, Bureau of Industrial Relations,
University of Michigan

During the first World War, the author, a graduate of the University of Pennsylvania, was assigned to the Naval Aircraft Factory at Philadelphia in the Personnel Division. He then took graduate work and taught at the Harvard Business School until 1925, securing his Doctor's degree from Harvard University. Before becoming director of the Bureau of Industrial Relations at the University of Michigan, which functions as a center of information on employer-employee relations and personnel management, he was employed by the Dennison Manufacturing Company as educational advisor.

His major publications include *Cases in Labor Relations*, *Wage Determination*, *Salary Determination*, *Selection and Development of Prospective Foremen*, and *Management, Labor and Technological Change*.



The following article describes occupational opportunities in personnel management and indicates the education and training necessary for success in this field.

SOME young persons who express interest in personnel management explain that they like people, some say that they believe this field to be a new and rapidly expanding one and some seem to favor it because they regard it as a pleasant and esteemed career which does not require any special technical background.

Occupations Within the Field

One way in which to help these young people is to give them information about the occupations that can be included under the general category of personnel management. Some of the occupations are new, but others have been in industrial organizations for many years.

These occupations of long standing involve the supervision or management of production, sales, clerical, technical, or professional groups. Although an "operating manager" with this responsibility is concerned also with equipment, materials, methods, money, and markets, he can obtain his objectives only with the help of his subordinates, and his success is conditioned in large measure by his ability to manage them.

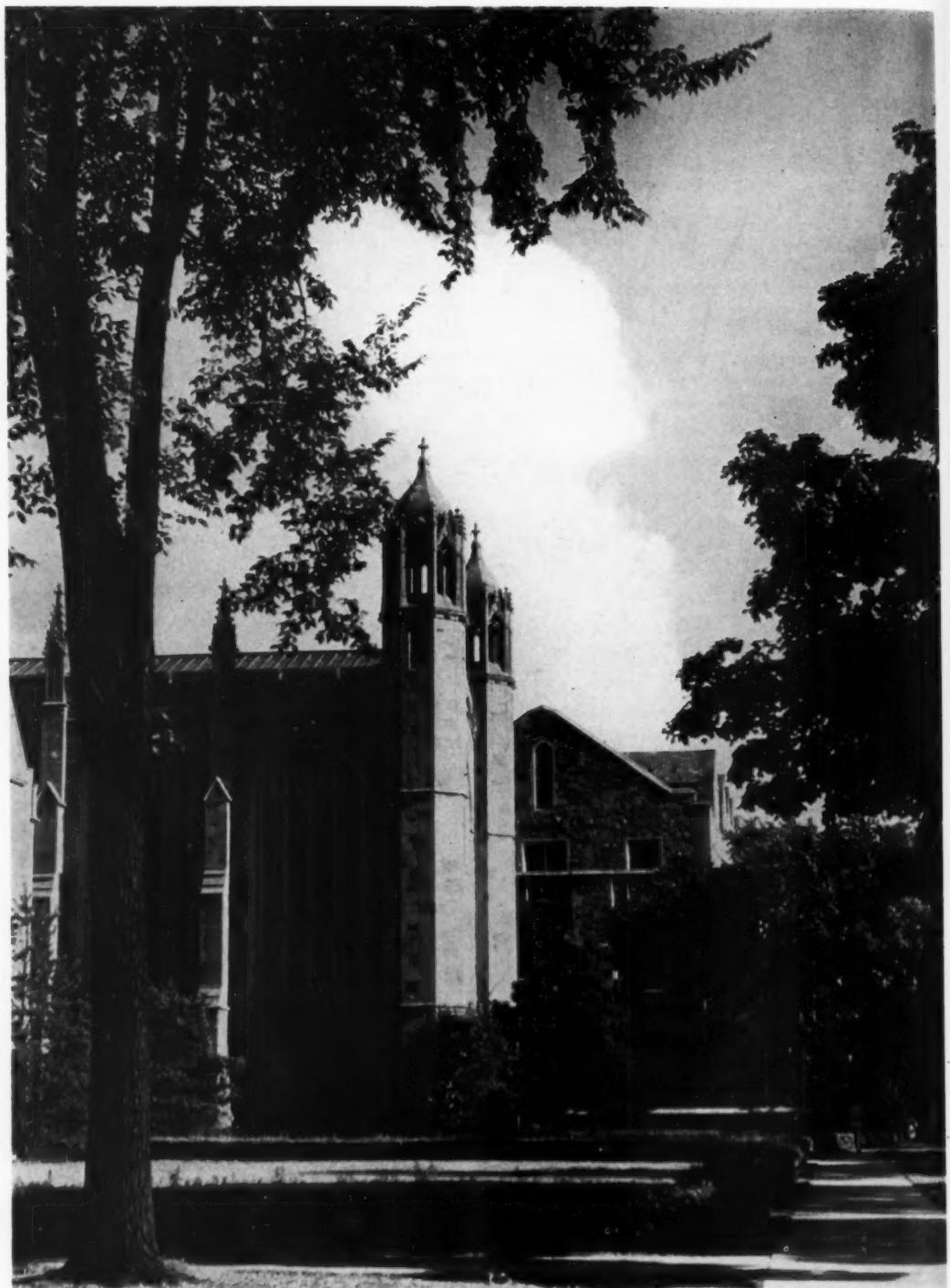
In factories these "operating managers" are spoken of as foremen and superintendents, in

stores and sales organizations they are designated department heads and district managers, in offices they are termed section chiefs and office managers, in technical divisions they are known as chief engineers and research directors, and in the colleges they have the titles of dean and president.

In recent years many of the technical problems of such operating managers have been referred for study to staff people who can devote uninterrupted time to the analysis of such problems and to the devising of plans for their solution. This has freed the operating executives for the functions which they cannot delegate to others, such as the choice of methods to be used, the timing of actions to be taken, and the organization, training and motivation of subordinates.

The critical importance of the personnel factor in the achievement of results has been recognized in recent years to the point that an operating manager's ability to lead his people is regarded as of even greater consequence than his technical skill. This is reasonable because assistance in technical matters can be given to him by staff specialists, but his responsibility for personnel management cannot be delegated to anyone else.

The growing emphasis upon personnel man-



THE LAW SCHOOL, UNIVERSITY OF MICHIGAN AT ANN ARBOR.

agement in American industry and commerce is in accord with the greater regard being paid to the individual in our society. Employees today are better educated than were their fathers and grandfathers; they desire and expect leadership rather than bossing from their supervisors, and they work better when such leadership is provided. The growth of unionism—in part a protest against incompetent personnel management—is also causing top executives to pay more regard to the leadership qualities of managers at all levels.

The term "personnel management" is used to refer also to the "new" advisory and auxiliary services rendered by personnel departments to operating supervisors and managers. These services are new in the sense that almost all of them have developed within the past thirty years. They pertain to the selection, placement and reassignment of employees; their training and education; their compensation; the administration of benefit plans; the publication of employee magazines; the maintenance of health; the prevention of accidents; the determination of production standards; the keeping of records of employees; the conduct of collective bargaining; the adjustment of grievances; and the application of labor legislation.

Each of these services requires unique skills, and, therefore, one or a few persons can economically and proficiently render them for an entire organization, thus preventing much unnecessary duplication of effort which would be less expert if performed by each operating executive for himself. Moreover, if each operating executive were to manage his subordinate without general guidance, the policies and practices affecting employees in the several departments would not be consistent. These advisory and auxiliary services have been needed to an unusual extent since 1940, as they were in the first World War, in building up organizations for the production of munitions.

These comments indicate that personnel management can refer to many related occupations, each requiring somewhat distinctive personal qualities, training, and experience.

Value of Experience on the Job

Personnel problems cannot be neatly classified and then treated successfully by specified techniques or procedures. Each problem occurs in a particular technical setting; it is an incident in a course of events, and it concerns certain individuals. Therefore it needs to be studied as a special case, its typical features and its unique features need to be understood, and any pertinent policies or rules which govern the treatment of it need to be regarded. Almost every case presents latitude for observation and analysis, for formulation of possible paths of action, for choice of one of those as the best under the circumstances, and for execution of plan, which involves timing, communication, participation and follow-up.

In view of the importance of specified background and managerial skills in dealing with personnel problems, a student interested in this field must have a period of internship following his college course. In such a period he learns to appreciate the attitudes and habit patterns of the managers and workers in a particular firm or unit, he learns the policies of the management regarding employees and those of any labor organization which is in the picture, and he gains understanding of the specific job requirements and terms of employment with which the workers and managers are concerned.

Part-time employment with a firm of good standing during the student's academic years will improve his appreciation of these matters at an earlier stage, and therefore help him to derive more benefit from his college courses. The experience will enable him to decide more definitely on his vocational aims. If he hopes



Erie Dispatch-Herald Photo

PERSONNEL PROBLEMS CONCERN INDIVIDUALS AND EACH NEEDS TO BE TREATED AS A SPECIAL CASE.

to be an operating supervisor or executive in charge of a department or branch, he should seek employment in that field. For example, if he hopes to become an office manager, he should try to get experience in various clerical and accounting jobs. In general, if a student is interested in becoming an operating supervisor, he should begin as a member of the rank and file in the branch of the business which he likes best, and then try to earn promotion. Among the resources there will be no substitute for the intimate knowledge of jobs and employees gained as a member of the rank and file.

Members of personnel departments do not need such an intensive knowledge of operations and employees in particular units. Considerable knowledge of this sort is helpful to

them, however, since their major tasks are to recommend valid personnel policies and procedures to the operating executives, and to perform auxiliary personnel services which tie in closely with personnel management in the various operating departments. Each member of such an advisory and auxiliary staff should be a master of his specialty. Although some of the fundamental knowledge and skills required in a personnel department can be taught in school, the desired proficiency can only be obtained through experience and practice on the job.

Academic Training

Academic training which is intended to prepare a student for operating management should include technical and administrative

courses. These are commonly offered to juniors, seniors, and graduate students. A student's selection of technical courses is governed fairly definitely by his vocational choice with regard to the functional service he would like to render, whether that be the design of mechanisms, the selling of consumer goods, the auditing of accounts or some other function, and also with regard to the particular industry, trade or institution in which he would like to work, whether that be a furniture factory, a metropolitan department store, a government bureau, or some other industry. With such objectives in mind he can readily select technical courses which intensify his interests, increase his knowledge, and improve his understanding of the techniques of his chosen trade or profession.

If he aspires to a supervisory position he should also study the principles of administration. These pertain to the marketing of goods and services, the financing and financial control of operations, and the organization, direction and motivation of employees. Such courses are commonly offered in departments of business or public administration. These courses develop students' powers of analysis and of constructive thought in the treatment of typical administrative problems. Even if a student does not rise from the ranks, he will be a better practitioner for having had this discipline—he will be a better manager of his own efforts, and a better member of the team in which he works.

If the student hopes to be a personnel specialist, he should select appropriate technical courses for their preparatory values. Trade and industry courses are helpful to students who wish to engage in personnel selection, employee training, salary administration, and the determination of production standards. Courses in psychology and education are helpful to students who wish to become training specialists in industry and government. Courses in economics are helpful to students

interested in wage and salary administration, the operation of employee benefit plans, to publication of business information to employees, the determination of production standards, the negotiation of terms of employment. Legal training is helpful to students interested in collective bargaining, the adjustment of grievances and the application of labor legislation. Students of journalism are logical candidates for employment as editors of employee magazines. The maintenance of worker health is chosen each year as a career by some graduates of schools of medicine, nursing or public health. Students who have majored in psychology have an advantage in applying for work as vocational counselors, provided that they acquire the necessary technical background and advisory skill. In a large personnel department an individual may be assigned to each of these specialized activities, but in a small personnel department each member is responsible for several of them. Students, therefore, should study a number of these specialties. If a student aims to head a personnel department eventually, he should study most of them, at least in an introductory way. The disciplines just suggested for aspiring personnel specialists parallel the theoretical training obtained by the chemist, accountant, or salesman in their respective fields.

Valuable Basic Courses

Technical studies pertaining to personnel management will normally follow general courses in the freshman and sophomore years. What courses are appropriate at those foundation levels?

Since personnel relations are affected by physical environment, economic conditions, and the customs and attitudes of the individuals involved, a student interested in personnel management in any of its phases should be helped by basic courses in the physical sciences and in industrial processes; by information on economic principles, institutions, and opera-

tions; by an acquaintance with the principles of psychology; by a review of American political institutions and the public regulation of economic activities; by an introduction to sociology; and by an acquaintance with modern history, particularly in its economic aspects. He should emphasize English composition and the art of oral expression. Furthermore, such a student should not neglect the humanities. He can well spend a considerable amount of time in the study of literature, and particularly of biography. He should concentrate on the opportunities for character analysis and interpretation which these studies provide. Moreover, he should cultivate sympathy and understanding of the common problems which arise in the life cycle of most men and women as outlined in great literary works.

Determining Natural Aptitude

Since any phase of personnel management is an art which requires much initiative, insight and the exercise of judgment in individual situations, schooling for it can build upon but cannot be a substitute for native interests and natural aptitudes. Those are essential.

Accordingly, the following questions are among those which a counselor should ask a student who is considering personnel management as a career: Are you genuinely interested in personnel management and are the financial returns which you may earn of secondary importance to you? Have you a wholesome and helpful interest in your fellow men as individuals? Do you anticipate difficulty or boredom in mastering the many details pertaining to persons, jobs, behavior, and transactions which a supervisor or personnel specialist must have in mind? Do you manage your work well? Do you quickly and accurately grasp the meaning of statements made to you? Do you organize your ideas and express them clearly and concisely in speech or writing? Are you "square?" Do you respect the

confidences which others share with you? Do you have a large degree of self-control? Do you naturally consider the effects of your conduct and remarks upon others? Are you willing to undertake responsibilities within your capacity? Are you willing to work for intangible and remote goals or do you need to see immediate and tangible results for your efforts? Do you usually consider an argument or controversy from each partisan point of view? Can you negotiate on a proper ethical level? Can you withstand appeals for preferred treatment? Are you judicious?

If a student after a searching self-examination and after consultation with several persons who know him well can answer these questions in the affirmative, he can be encouraged to prepare for personnel management as a career.

Post-War Prospects

What are the prospects for personnel management after the war? The opinion is ventured that the pre-war ratio of supervisors and personnel staff specialists to rank-and-file employees will continue. Accordingly, one can guess that the numbers of positions of this sort in an industry will fluctuate somewhat in accord with its employment totals. Several forecasts of post-war trends agree that some manufacturing industries, the war agencies of the federal government, and the transportation industries will employ fewer people than they do today (August 1944). We may expect that the numbers of personnel management jobs in these industries will decline also. The forecasts also agree that wholesale and retail trade, construction, the personal service industries, and certain manufacturing industries producing mainly consumer goods will increase the numbers of their employees. Probably the entire number of personnel management jobs of all sorts in the years immediately after the war will not be greater than the number of such jobs today, although in some

industries the number will decrease and in other industries the number will increase.

While this guess is less optimistic than some opinions, two additional things should be said to put it in proper perspective. First, in the post-war period, there will be a surplus of skilled and semi-skilled people in many technical fields, notably in those needing skills which were taught to large numbers of men in the military services or to many war workers. Second, the demand for better personnel managers to take the places of the less capable ones will continue.

In the war years suddenly increased needs for supervisors and personnel officers have been filled rapidly and in some cases by people not well qualified for the work. With larger numbers of capable persons available after the war—from the armed services, from

war plants, and from the schools—we may expect that employers will gradually put some of these capable people into the places now occupied by less qualified individuals. This prospect need not be discouraging to students with the aptitude, interest, and determination to forge ahead in this field, although it indicates no easy roads to their goals.

Whether these forecasts are correct or faulty, it can be said that the importance of personnel management is being increasingly recognized on every hand. For this reason the already large demand for personnel managers will be maintained and strengthened. It is to the general interest that we have capable people in all such positions, for they can improve the productivity of our industries and provide the quality of supervision and leadership which workers need and desire.



PREDICTION FOR POST-WAR PERSONNEL

Under the above heading, the L. O. M. A. Bulletin for August 15, 1944, briefs the interesting conclusions of a recent study conducted by the Institute of Life Insurance. The survey covered 130 companies and comparing total personnel in January, 1944, with total personnel in January, 1940, revealed:

- (a) Decrease of 27% or 48,100 fewer men employed in the life insurance business than in pre-war days. Total men employed on January 1, 1944 was 129,800 compared with 177,900 on January 1, 1940.
- (b) Increase of 19% or 12,900 in total women employed (majority home and branch office) or an increase from 68,100 in 1940 to 81,000 the first of the year.
- (c) Decrease of 14% (practically all field men) or 35,200 total men and women employed full-time in life insurance on January 1. A reduction from the 1940 total 246,000 to 210,800.

Life insurance protection in force has increased 22% during this period.

"THANKS FOR GIVING US A HAND, SON



Courtesy of the Evening Bulletin



"Spirit of Victory"

The American Telephone and Telegraph Company, its twenty-one associated operating telephone companies, Bell Telephone Laboratories, and Western Electric Company, continue to face unprecedented demands for telephone communication.

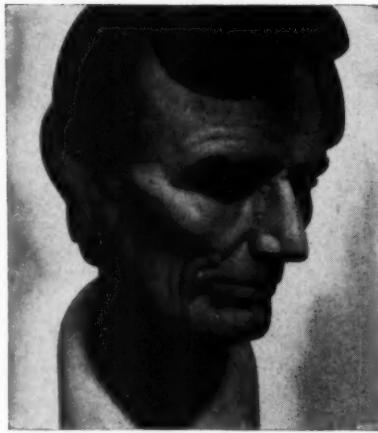
Never before in the country's history has there been so much evidence of the indispensable part telephone service plays in the life of the nation. It makes a direct contribution to the effectiveness of every part of the war effort.

The sense of responsibility which telephone people call the "*spirit of service*" is in this war the "*spirit of victory*." The men and women of the Bell System, in whom this spirit lives, may be relied upon to do their utmost.

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AFTER POLITICAL SCIENCE—WHAT?

PHILLIPS BRADLEY

*Professor of Political Science
Queens College, Flushing, New York*

One of the foremost needs in the post-war world will be adequately trained personnel in the field of Political Science. These men and women will not only restore our nation to its former important position in international trade and politics, but will then be responsible for future advancements.

The author points out the many different fields which will be available after the war to those trained in Political Science. As Director of Education and Research, New York State, Joint Legislative Committee on Industrial and Labor Conditions, and as a member of the American Political Science Association, American Society of International Law, and National Council of the Social Studies, he has been able to foresee the great needs in this field.

Career Outlets and Job Opportunities

COLLEGE students in the postwar period—as has been increasingly true for several decades—will ask what career outlets and job opportunities the various “subjects” in the college catalog offer. The real or apparent advantages of a particular subject, from the point of view of obtaining an immediate wage or salary after graduation, often determine the choice of a concentration. Enthusiastic—or numbers-minded—instructors frequently oversell their own fields and create trends in electives out of line with the actualities of employment possibilities. An objective review of the uses of various college subjects from the job as well as the cultural standpoint, is, therefore, more than ever pertinent to college administrators and students alike.

Political Science is one of the fields of concentration which has offered, and will continue in the postwar period to offer, significant career outlets and job opportunities in American life. Since the first World War, it has been among the most popular of the social sciences in many colleges. What are its practical uses for the future?

What is Political Science?

Before analyzing the professional outlook for political science concentrators, the scope of the field may well be recalled. As a separate discipline, political science emerged from

history (as have the other social sciences). Public and private law was perhaps its first definite area of inquiry—over a century ago. Since then, the great variety of course-differentiations in the field has developed out of the context of American cultural and technical change. New problems in government and in economic, and social conditions have sooner or later been subjected to academic analysis. Almost every college and university catalog today reflects the evolution of American life; it is sharply defined in current political science offerings.

Over a century of development, political science has become increasingly descriptive, analytical, and inductive. It has by no means lost its original nurturing in history, philosophy, and ethics. It has, however, emphasized the development of new tools for the critical appraisal of the varying phenomena of the more complex and integrated society, economy, and polity of our time. In the process, it has broadened its range as well as its techniques to include at least some facts of each of these broad aspects of human organization and activities.

No classification of the areas usually included in the field of political science can be entirely satisfactory; overlapping within the field as with the other social sciences is inevitable. College catalogs can provide little objective evidence because the actual pattern

of courses in any department of the social sciences is largely a matter of historical accident. Not infrequently they reflect more or less bitter "jurisdictional disputes" over particular course materials thought to have student "appeal." The net result of accident and design is to offer a confused and even conflicting picture of the nature and content of political science.

At the risk of adding one more to the many classifications which have been attempted (in library subject-lists and by scholars), the following broad outline may be useful—as a background for an analysis of career outlets and job opportunities. It suggests the major areas of study (and research) within the field of political science. It does not attempt to present a detailed analysis of the many separate aspects into which the various areas have been subdivided in the practice of course and research analysis. The divisions noted here also indicate how widely overlapping occurs—must, indeed, be recognized as not merely inevitable but as desirable in the development of political science itself and in relation to the other social sciences.

A possible division, then, might trace the following pattern—from deductive to inductive and from general to special. Both descriptive and analytical treatment of most of these areas has been developed in courses found in most accredited colleges today.

1. Political Theory, Philosophy, Ethics
2. Political Institutions (historical and analytical)
3. Public Law
 - a. constitutional
 - b. administrative
 - c. international
4. Government
 - a. general (theoretical and analytical)
 - b. organizational—U. S. (e.g.)
 - i. federal
 - ii. state (and county)

- iii. local (urban and rural)
 - c. areal—comparative (e.g.)
 - i. organizational (as under b)
 - ii. institutional (as under d)
 - iii. functional (as under e)
 - d. institutional
 - i. parties
 - ii. legislation
 - e. functional (e.g.)
 - i. defense
 - ii. regulations (economic and social)
 - iii. provision of services
5. International Relations
- a. general (theoretical and analytical)
 - b. organizational (e.g.)
 - i. political
 - ii. judicial
 - iii. administrative
 - c. areal (e.g.)
 - i. U. S. foreign policy
 - ii. Latin America (etc.)
 - d. institutional (e.g.)
 - i. diplomacy and treaties
 - ii. war and control of war
 - e. functional (as under 4e)
6. Administration
- a. general (theoretical and analytical)
 - b. organizational (e.g.)
 - i. public (and private) administrative structure
 - ii. special aspects (e.g. executive-legislative relations)
 - c. areal (e.g.)
 - i. U. S. (federal, state, local)
 - ii. comparative
 - d. institutional (e.g.)
 - i. personnel management
 - ii. administrative procedures
 - e. functional (e.g.)
 - i. social-security administration
 - ii. industrial relations (and other regulatory) administration

This distribution of areas within the field will not satisfy every classificatory purpose

nor be reflected exactly in any college or university curriculum. We may utilize it, however, as a rough guide to the types of information and training which political science concentrators may be expected to possess.

One further aspect of their training may be noted. Sound counseling practice at the undergraduate level in this (and in other social-science) fields emphasizes broad foundations rather than narrow specialization. Most political science students normally take a considerable part of their total concentration (up to one-half) in the other social sciences—anthropology, economics, philosophy, psychology, sociology. Certain specialized courses (e.g. statistics) are “musts” in any well-planned program. The distribution within the social sciences thus insures—or should—the individual student’s acquaintance with areas related to the core of his own interest and special study. Whether particular subjects (e.g. industrial-relations administration) fall within the political science field in a curriculum becomes, therefore, irrelevant to the adequacy of a student’s preparation. It is the concept of preparation and the character of the counseling that matter.

The Relevance of Political Science to Citizenship

This brief review of the scope of political science will suggest its relevance to the American scene of today and tomorrow. Its uses in terms of finding career outlets and job opportunities may, however, be analyzed more specifically against the background of its overall value. It is, perhaps more clearly than any other, the field through which training in citizenship and civic leadership can be focused at the college level.

About six out of every seven of our high school graduates do not go on to college. Training in citizenship—and for civic leadership—is, of course, critical at that level. Substantial progress has been made over the past

quarter century in attacking this problem from the point of view of our high school population; much remains to be done. Less has been done, by way of either analysis or achievement, at the college level. It still remains true that a very high ratio of our future civic leadership (broadly conceived as including economic and social as well as political leadership) will be drawn from the college-graduate group. The responsibility—and the potentiality—of political science in developing a larger body of trained citizens, both leaders and rank and file, among college graduates are clear.

For concentrators in the field, the curriculum of most of our colleges and universities offers ample citizenship training. For non-concentrators, a selection of regular political science courses may provide the essential cross-fertilization of their own specialization. There has been much discussion of and some experimentation with special courses in citizenship training, often developed jointly by the social science staff for non-concentrators. Whatever policy is pursued, it is clear that political science includes the core of philosophic outlook and practical skills requisite to effective citizenship, in the rank and the command posts alike. This peculiar contribution of political science to a more responsible citizenship in America has been sharply emphasized by events since the First World War. The rise of totalitarianism has revived interest in the nature and ends of the state. The failure of the purely inductive social sciences to provide workable formulas for avoiding depression or insuring security has turned attention again to the social significance of will as well as of intellect, of objective no less than of result. “The end of economic man” as the focus of much recent social science analysis has redirected inquiry into the motives and motivations of man as a political animal. Here, the deductive combine with the inductive aspects of political science

to present a wider perspective than any other field on the conditions and dynamics of citizenship in modern empirical-technological—no less than in ancient humanistic-feudal—society.

Forging Careers and Finding Jobs Out of Political Science

If training for citizenship is the first civic function of political science, its most immediate responsibility to its college constituency is to open up careers and develop opportunities for jobs after graduation. Here is a field rich in speculative interest and the variety of its techniques and areas of analysis. What, however, the student asks, is its net product in the terms I must meet—competence to do something for which there is a demand by the society in which I am "commencing?" What reply shall we make to the query?

TEACHING

Teaching, a career as honorable as it is ancient, is constantly broadening its range to meet the instructional (and research) requirements of the new areas of political science noted above. The field today demands a higher degree of specialization than even a quarter century ago. The career is, however, the same; it needs no elaboration or economium here.

Job opportunities are likely to increase in the postwar years, and in several directions. Of college teaching little need be said; there is every reason to anticipate substantial additions to our prewar college population, additions which, in a changing work-leisure and age-distribution pattern may well be more than temporary. Junior colleges will expand in number both of institutions and of students. Citizenship-training at the high school level will be more than ever emphasized; it will include a larger element of a reoriented and revivified "civics."

One level of teaching, in which hitherto

only an embryonic beginning has been made in this country, will almost certainly develop rapidly after the war, through both public and private auspices. Adult education as an integral element in public educational programs is already established in a number of states and through a variety of media. It will be expanded in range and variety and extended to states and communities where it is now dormant or non-existent. In all these new as well as old fields, job opportunities will be open to those with a "vocation" in teaching.

RESEARCH AND PUBLIC RELATIONS

Research is traditionally intimately associated with teaching; at the best the two go hand in hand; at the worst, research (often dubious in quality or significance) is made a prerequisite to an academic post and a concomitant of promotion. Of the career aspect of academic research, little need be said. Only the largest universities and the richest colleges can afford the luxury of research professorships and, of these, most are allocated to the natural sciences. Many teachers do not get research credit for their pursuit of the elusive art of effective classroom teaching. Too many of those who make a career of teaching teachers how to teach do not know how to teach themselves and lack that vital spark which can alone ignite the love of learning—in even a few students in each course. The great bulk of teachers (at least at the college level) do some research of some sort, for their class-notes, as a hobby, sometimes with a conscious purpose of the end and a real skill developed by much practice (and travail).

New careers in political science research have opened up over the past half century outside the academic pastures. Federal, state, and local governments, on both the legislative and the administrative sides have utilized increasing numbers of researchers. Some of the foundations in the social-science field have stimulated non-academic as well as academic



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GUARDIAN OF AMERICAN FAMILIES FOR 84 YEARS

research. Most important, perhaps, has been the growth of civic groups of all types and with every conceivable purpose. Municipal research bureaus, taxpayers associations, chambers of commerce, farm and labor organizations, and pressure groups of local, state, or national scope in many specialized fields have proliferated almost beyond count.

Tocqueville remarked over a century ago on the American genius for forming "associations"; we have not lost the capacity or the urge in the intervening decades. As legislation has become more pervasive and more complex in response to popular direction of public policy, its impact on what James Madison called the "interests" in Number X of *The Federalist* has become more direct and insistent. The interests have developed both pro and con groups in nearly every field to guide,

or to try to direct, public policy as they interpret the general welfare.

The postwar period is likely to produce a new crop of associations as new issues of public policy emerge. Most of the already established groups will continue to require research personnel. To an increasing degree, they will seek those trained in the field of governmental organization and procedure—since it is in this area of our national life that they must operate. Job opportunities in research for political scientists in the civic field are almost certain, therefore, to increase after the war. The range and variety of activities and programs which are open—and can be developed—are as broad as the spectrum of American life. No student, whatever his political, economic, or social predilections, will fail to find a congenial area of action or a

group to which his loyalties as well as his research skills can be devoted in public relations activities.

GOVERNMENT SERVICE

Careers in government service have developed rapidly during the past 20 years. The establishment of the Junior Professional Assistant examination by the United States Civil Service Commission gave impetus to a movement already under way at all levels of government. In general, this country has lagged behind others, notably Great Britain, pre-Hitler Germany, and the USSR, in attracting the nation's first rate talent to governmental careers. We have in some ways, however, caught up with ourselves in the past two decades. The prestige of public service has increased in popular opinion. The relatively low pay has been weighed against the security (tenure and the like) of a government job and not found altogether repellent. The opportunity to participate in an enterprise—the government—promoting the general welfare rather than a special interest often only pecuniary in its returns has proved a powerful incentive to many college graduates. The net result has been a significant broadening of government service, national, state, and local, as a career outlet.

Job opportunities in the postwar period are, however, likely to be more or less restricted by various factors at work in our society. Veterans preference laws will close many doors, may even seriously hamper the return of our civil service to its prewar status and efficiency. There is one potential balance to the net debit account which must be levelled at our previous preference policies. This time, nearly all our male college graduates of recent years, and many of those who will go to college in the three or four years after the war, will be entitled to preference. Many women will be included in this group. Preference may not, therefore, act as a process of

completely negative selection for some time after the war.

Another aspect of this question may be noted briefly. Veterans preference will operate most exclusively in the lower grades of the civil service in which advanced training is not a prerequisite to appointment. The more highly specialized and professional jobs in government must still be filled by those who have developed through training the necessary competence to manage the technical functions—including the administrative. Those who acquire the special skills which will be in demand, in government no less than in private affairs, will find employment.

Research (utilized to an increasing extent also on the legislative side) and administrative management will be two skills widely used in postwar governmental agencies. The latter is specifically an area of political science training, the former of a broad social science background. Jobs will be available for those who have acquired the skills—although not in as great numbers as during the depression and war years.

Besides research and administrative management as such, political science offers a primary training for entry into the whole range of governmental regulatory and public relations activities. It is unnecessary to enumerate them here. The great increase in governmental regulation and in public relations (of all types, reporting, recording, community organization for public purposes) during the past quarter century has called for new administrative and functional techniques. Several new specializations in college and university curriculum reflect the demand for trained personnel in these fields. It is interesting to note that these specialized skills are also increasingly in demand in private employ. Among the fields are: personnel management; industrial relations; health and welfare administration; reporting. Those with this type of training will also be in increas-

ing demand in business, commerce, and industry the contacts of which with government are becoming year by year more important to the success of their overall operations.

INTERNATIONAL SERVICE

Careers in the broad area of international relations should not, at first glance, perhaps, be set off from the three fields already reviewed. International relations is one of the most attractive areas of specialization for prospective teachers. It will not become less so in the postwar period when our foreign relations, political, economic, and social, will be an even more imperative element in our national life than in the past.

Research in international relations is rapidly becoming a specialized career outlet, both in academic and government service and in private employment. Most of our universities will establish training centers in one or another aspect of international relations; research will be more emphasized here than in any other social science areas. More governmental agencies than in the past will be involved in official contacts abroad; they will require research staffs to equip them to implement policies and programs. Private research agencies (e.g. the Foreign Policy Association; the Institute of Public Relations) are already numerous and important in this country. The existing agencies of this type will almost certainly expand their facilities; new ones will emerge to meet particular issues of postwar foreign policy. Finally, private commercial and industrial firms and trade associations will be increasingly concerned to discover new markets or raw materials resources as well to revive their prewar foreign contacts. They will require enlarged research staffs to carry out their blueprints of expansion and development. Political scientists, broadly trained in the other social sciences, can here, too, play an important role, since the relation of private groups to both American and foreign govern-

ments will be an inescapable element in their commercial and industrial planning.

Government service in the international field is also a traditional career outlet. Since the Rogers Act of 1924, the United States Foreign Service has been on a merit basis; the top diplomatic posts are increasingly filled from the career group. More recently, the personnel of the Department of State has been opened in part to competitive examination. Other branches of the national government, notably the Department of Agriculture and Commerce and the Treasury Department, have already developed foreign services. They are likely to be revived after the war; other agencies (e.g. the Department of Labor) will probably carry out their foreign contacts through a specialized personnel.

Two other career outlets will become more important in the postwar period. One is in the field of official international administration. Our representation after 1920 in the staffs of the League of Nations, the International Labor Organization and other international agencies was negligible—and for the most part unofficial. After the war it will be neither. Although the numbers, as compared with other career outlets, will not be absolutely or relatively large, the importance and the challenge of the positions available will be high. No other field offers so useful or comprehensive a training for such positions as political science. Specialization in the area of international relations will, with languages and the other social sciences, equip the present student for a future career in one of the most critical aspects of our postwar polity.

The other career outlet is in the field of private commercial and industrial foreign representation. Since governmental contacts will be as important for these groups abroad as at home, they will require specialists in these contacts no less than in direct purchasing and selling operations. Nor are the two

mutually exclusive; there will be opportunity for the development of both types of activity by those who represent American firms abroad. Here again, a broad social science training, including political science, together with languages, will provide the best passport to an interesting career for a small but significant number of college graduates.

This brief survey of the field of international service suggests that job opportunities will be both varied and relatively numerous. No area of American postwar life is more important; none will have greater influence on our future peace and postwar prosperity. Those who train for jobs in international service, whether at home or abroad and of whatever type, will equip themselves to share in shaping a critical aspect of postwar policy and action.

PRE-PROFESSIONAL TRAINING

A word may be added on other careers for which political science offers sound pre-professional training. To two, law and journalism, it is peculiarly relevant. As to the former little need be said. Political science includes public law as one of its disciplines; for private law it provides the framework of both forms and operability. Without the state, there could be neither the rule of law nor the structure of judicial administration. Together with political science as the core, the future lawyer needs a thorough grounding in the other social sciences.

Journalism, like other professions, is becoming increasingly specialized. The journalism student who knows his way around in one or more fields of the social sciences will find his way to a by-line that much more rapidly. Since political science covers an increasingly important area of reporting—from City Hall to Capitol Hill—it offers the pre-professional journalist a useful and usable tool for the future.

In Conclusion

A survey of this kind can do no more than indicate the broad outlines of career outlets and job opportunities. As Mr. Justice Holmes once said, "general propositions never decide concrete cases." The career interests and aptitudes of the individual student are the primary criterion for directing each to job opportunities in which he or she will find both success and satisfaction. An adequate counseling service, in which the instructors who know students most intimately and a professional guidance staff share responsibility for channelling capacities and skills toward specific occupations, is a major administrative need of all our colleges.

This survey of the career outlets and job opportunities in political science suggests how broad a range of public and private employment preparation in the field opens up to the concentrator. The special training it offers, especially in the crucial areas of administrative management and research (whether in government or the economy), emphasizes its contribution to the student's long-term rather than short-term occupational interests and job aptitudes. We live in a period of social organization when governmental action is becoming more pervasive and more imperative. Every facet of our national and community life is increasingly affected by policies and decisions, by activities and programs, initiated and implemented by government. Whether in government itself or in the so-called private groups regulated by it, the political scientist can find an occupational niche both interesting and satisfying. He possesses, too, the information and insight requisite to the transformation of Leviathan into a Great Society. As a rank-and-file citizen-voter or as an officer in the hierarchy of leadership, he can contribute both perspective and expertise to the conduct of party government—the ultimate test of a viable democracy.

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Philadelphia

As part of a post-war plan to help Pennsylvania alumni find peace-time positions, the University has established a new division, The University Personnel Index. The Index and the University Placement Service are cooperating with the War Manpower Commission toward a common objective, the most effective placement of specially trained and educated personnel.

The needs of employers, public and private, for educated and trained personnel will undoubtedly be tremendous in the post-war period. The University is preparing to meet these needs by readapting its facilities to the education of civilians and returning service men and women.

Employer:

Do you need University trained personnel?

Write to

THE UNIVERSITY PLACEMENT SERVICE,
3400 Walnut Street, Philadelphia 4, Pa.

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SCHOOL OF FINE ARTS

COLLEGE OF LIBERAL ARTS FOR WOMEN

THE COMMUNITY PLAN FOR POST-WAR GUIDANCE

CURTIS E. WARREN, Superintendent of Schools,
San Francisco, California

With the present conflict coming nearer each day to a victorious end, our thoughts turn more and more to the future. The following stresses the importance of each community's taking care of its own post-war employment problems by providing information, counselling, training, placement, and follow-up services not only for servicemen, but also for displaced civilian employees. A graduate of the University of Southern California, the author did graduate work at the University of California, receiving his Doctor of Education degree from the University of Southern California. Before assuming his present position in 1943, Dr. Warren was District Superintendent of Schools and Dean of the Junior College, Marysville, and Superintendent of Schools in Burbank and Santa Barbara, California.



THE problems of post-war employment have already assumed such an alarming degree of seriousness and urgency that their solution should be the personal concern of every American. Not even those Americans who are so engrossed in winning the war that they have neither the time nor the perspective to recognize post-war problems and those who day-dream of "our return to normalcy" can afford to be unaware of the significance of these post-war employment problems and the great need for a workable plan to solve them.

Analysis of Employment Problems

A glimpse at what is actually happening in industry and business today should convince us that these so-called post-war employment problems are already with us and that they are rapidly growing in number and complexity. For example, very few of the veterans are returning to their pre-war jobs. Many want higher-paid jobs; many have new skills and new interests; others do not have pre-war jobs awaiting them; and countless numbers are so handicapped physically, mentally, or emotionally that they cannot return to their pre-war jobs. Hence, we already have the employment problems involved in finding jobs for veterans who are not returning to pre-war jobs—as many as 80%, some cities predict! And the seriousness and the number of these problems will be intensified as the

number of returning veterans increases and the number of war jobs decreases!

The present situation among war workers indicates clearly the problems of reconverting war workers for peace-time jobs. Many of the women war workers have announced that they do not plan to return to their homes; others do not want to return to the same type of jobs that they held in the pre-war period; and a large number plan to remain in the labor market. Hence, we will have not only more womanpower than we had before the war, but we will also have a great number of women looking for new jobs for which they do not have the necessary skills. In fact, they are looking for them now! The situation is much the same among the men war workers in that they are worried about post-war jobs and are impatient to prepare for them.

A further analysis of employment trends predicts other problems of post-war employment, such as the adjustment that must take place when the returning veterans wish to return to their pre-war jobs and the men and women who have filled these jobs temporarily are asked to secure other jobs; the competition that is created when young men and women enter the labor market; and the necessity for men and women to acquire new skills for peace-time jobs, particularly for the new industries of the post-war period.

All indications point toward three indisput-

THE COMMUNITY PLAN FOR POST-WAR EMPLOYMENT

THE COMMUNITY ADVISORY COMMITTEE

representing

Labor
Industry
Schools

Civic Organizations
Governmental Agencies
City Departments

conducts

COMMUNITY SURVEYS

through

Co-ordinators (furnished by the schools)

to supply

INFORMATION

about

Training
Jobs
Community Services

to the

COMMUNITY CLEARING HOUSE

staffed by

Schools
Government Agencies
Community Organizations

which offers

GUIDANCE SERVICES

including

Training Information
Job Information
Vocational Counseling
Testing

Job Referrals
Training Referrals
Community-service Information
General Information

Veteran Information

to the

COMMUNITY

including

Veterans who are

- (1) Unable to return to pre-war jobs.
- (2) Without pre-war jobs.
- (3) Interested in new jobs.
- (4) Handicapped physically, mentally, or emotionally.

War workers who are

- (1) Returning to peace-time jobs.
- (2) Out of a war job.
- (3) Need more skills.
- (4) Women returning to homes.
- (5) Preparing for new industries.

Others who are

- (1) Giving up jobs to veterans.
- (2) Entering labor market.
- (3) Widows of veterans.
- (4) Students needing part-time work.

resulting in

UTILIZATION OF THE COMMUNITY'S MANPOWER

able facts: (1) that we will have a great abundance of both manpower and womanpower in the post-war period, (2) that much of this "power" will not be qualified for the available jobs (unless it is retrained), and (3) that there will be a great deal of shopping around for jobs!

Type of Plan Needed

In setting up a plan to alleviate these employment problems, we cannot assume that industry will magnanimously provide sufficient jobs to absorb all of the available manpower, that the schools will automatically shoulder their responsibility for retraining the available manpower, that people will take suitable life-career jobs, that federal legislation can and will guarantee a job for every one, or that nothing can be accomplished without a social revolution.

Instead, we must develop a simple workable plan that will provide employment assistance now for all adults of the community in terms of individual interests, aptitudes, abilities, and problems by (1) finding available jobs for which the individual is suited, (2) helping him to prepare for a job, (3) placing him in a job, and (4) serving him after he is on the job.

The Community Plan

We need a community plan—organized, set into operation, and administered by the community *for* the community to offer such services as information, counseling, training, placement, and follow-up. This plan adopted and used in all communities can accomplish for these United States what legislation cannot hope to accomplish—namely, the individual community's taking care of its own employment problems.

This community plan must be so fundamentally sound that it can and will work in any community in the United States; and it must be presented in general-outline form only, for the details must be worked out by

the community. However, it must contain three main parts—the community advisory committee, the community survey, and the community clearing house.

I. Community Advisory Committee

In order to insure effective community co-operation in the community plan, we must adopt a method whereby representatives of the various parts of the community can work together. For this purpose, the advisory committee composed of representatives of all of the community organizations, labor, and industry is an excellent group to introduce the plan to the community, to support the plan, and to work out the details of the plan.

II. Community Survey

Before we can offer employment services to the adults of the community, we must first collect information concerning the available jobs and the preparation for these jobs. Hence, we must make a community survey—not a mere counting of noses in the various occupational fields but a continuous survey of the community for the purpose of working with labor and industry in:

- (1) Determining the need for training
- (2) Developing new training programs
- (3) Finding available jobs
- (4) Developing job orders
- (5) Securing job information about available jobs
- (6) Encouraging labor and industry to employ such groups as handicapped veterans, war workers, and young people entering the labor market
- (7) Working with labor and industry to support the community plan
- (8) Educating labor and industry to make their employment needs known
- (9) Working with new post-war industries and industries that have been converted

This continuous survey can be initiated, supported, publicized, and participated in by

the advisory committee. However, the detailed work must be carried on by co-ordinators in the various occupational fields, acting as liaison officers between labor and industry on the one hand and the training agencies and the placement agencies on the other hand. Because training and placement must necessarily go hand in hand to achieve effective placement, the schools that are engaged in adult training programs are in the best position to provide these co-ordinators, provided that they are experts in their own fields and will be accepted by labor and industry.

III. Community Clearing House

In order to convert all of this job information into employment services for the adults of the community, we must have a clearing house. Such a clearing house is most effective in the form of a Job Information and Counseling Center that offers the information and the services that any adult of the community needs in order to secure complete and accurate employment information and assistance in preparing for a job, securing a job, and making good on the job and in the community.

Personnel

The staff for such a Center should include the following types of personnel furnished by various community organizations:

STAFF	COMMUNITY ORGANIZATION
Job Counselors	Public Schools
Training Counselors	Public Schools
Employment interviewers	United States Employment Service
Rehabilitation interviewers	Veterans' Rehabilitation Administration
Child-care counselors	Public Health Department
Psychiatrists	Public Health Department, Public Schools
Testers	Public Schools

We must keep in mind that the success of the Center will depend upon the ability of the personnel and their willingness to co-operate in making the Center a community project. By staffing the Center with outstanding per-

sonnel from each agency and permitting each agency to specialize in the service that it can offer best, we avoid crossing the lines of authority.

Services

This Center should offer a variety of services to the community, such as:

1. Job Information

Descriptions and requirements of available jobs

2. Testing

Testing for available jobs (aptitudes, interests, abilities)

3. Vocational Counseling

Interpretation of interests, aptitudes, and skills in terms of the specific jobs available

4. Training Information

Training opportunities available in the community

Information about classes

Opportunities for employment through training

5. Training Referrals

Referrals to classes

6. Job Referrals

Referrals to available jobs

7. Community-service Information

Recreational facilities

Child-care facilities

Juvenile agencies

Housing bureaus

8. Veteran Information

Hospital and medical care

State and federal aid

9. General Information

Any other information relative to adjustment in the community

With these services available, the returning veteran, for example, could secure information about occupations that interest him, aptitude tests, that would indicate his abilities and his interests for occupations, vocational coun-

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seling by qualified job counselors, information about training for a job, assistance in living while he is preparing for a job, placement in the job when he is ready for it, and information about community services both for himself and for his family—such as child-care facilities, recreational opportunities and health services.

This Center should be centrally located, well-advertised, and staffed by outstanding personnel from the various agencies involved in the training and placement of adults in the community—not only for a specific job but also for placement in the community in such a way that every adult is able to realize a satisfactory life in the community—economically, socially and culturally. (See the accompanying chart for a brief summary of the plan.)

Suggestions for Setting Up the Plan

This community plan must be set into operation by calling together all of the agencies in the community and enlisting their support. For example, the Mayor, the Superintendent of Schools, or the Area Director of the War Manpower Commission can call a meeting to present the purpose of the plan, the outline of the plan, the advantages of the plan, and the co-operation that is needed.

The best criterion for selecting an effective method for inaugurating this plan is the question—What is the most effective method for securing interest, support, and participation in the particular community in which the plan is being introduced?

The Federal government can furnish assistance in establishing wide-spread use of this plan by publicizing the plan, recommending its adoption, and making the money for the counseling services available through the schools—all of which will encourage the schools to assume the leadership in administering the plan.

Conclusion

The need for this plan is an urgent one—not only to deal with the post-war employment problems but also to achieve total mobilization to win the war, to assist returning veterans now, and to prepare the war workers for their peace-time jobs. If the various agencies in the community are brought together and effective machinery is set up to utilize their active participation, we have a community plan built around a community advisory committee, survey, and clearing house that can and will secure the results that are so necessary to forestall the problems of post-war employment!





Russell H. Conwell

THE FOUNDER OF

TEMPLE UNIVERSITY

PHILADELPHIA

Much of the inspiration that has made Education the greatest of all the instruments of Democracy has sprung from the firm convictions and precepts of such leaders as Conwell, who once said: "We ought to teach that however humble a station a man may occupy, if he does his full duty in his place, he is just as much entitled to the honor of the American people as is a king upon his throne."

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TODAY'S CHALLENGE TO THE MINISTRY

DR. GORDON PALMER, President, *The Eastern Baptist Theological Seminary*

In the following inspirational article, Dr. Palmer presents the great need which exists today for well qualified young men with spiritual vision to enter the ministry. It is vitally important that serious consideration be given to this challenging and noble calling.

The author, who assumed his present position in 1936, has been an outstanding figure in Baptist work for several years, having served as Vice-President of the Northern Baptist Convention, and as President of the Baptist Convention of Southern California. He is a popular and well-loved speaker and has been greatly in demand as pulpit supply as well as speaker at Young People's rallies, conferences, commencements, State Conventions, and similar gatherings, since he came to Philadelphia.



The Challenge of Need

PASTORLESS churches by the score are found in all of the major denominational fellowships. It is true that thousands of men have answered the call to the Army and Navy chaplaincy which has accentuated this problem. Nevertheless, if all of the chaplains returned immediately there would still be large numbers of pulpits vacant.

Scores of large churches have been without pastoral leadership for long periods because they cannot find men of above the average to fill them. There is a dearth of men of superlative intellectual and spiritual qualities entering the ministry today. Churches will send their pulpit committees long distances to confer with able pastors and preachers, in order to persuade them to accept the call to their pastorates. Churches will reach from Maine to California, from New York to Birmingham, England, from Pennsylvania to Australia to find a preacher of unusual ability and choice personality. Men of rare gifts of leadership and vision are in great demand as preachers and spiritual counselors.

It is a disturbing fact that the great universities are sending very few graduates as candidates for the ministry. For years the churches have been depending upon their denominational colleges for their recruits for the ministry, but, even their supply of young

preachers has been steadily diminishing. And the number of Honor Students from all institutions of higher learning is altogether too small.

The Challenge of Opportunity

Doors of opportunity are opening everywhere for Christian leadership. China is an example of the dynamic and driving force of the Gospel. In perhaps no other nation does Christian statesmanship count for so much and yet is carried on by so few. The remarkable influence of Generalissimo and Madame Chiang Kai-shek is the result and fruit of the ministry. China is calling "Come over and help us."

The whole missionary enterprise will take upon itself enormous proportions compared with past endeavors. This war is even now opening up new fields for the advancement of civilized life, and because of the many scientific developments now made available to people everywhere, spiritual leadership is greatly enhanced.

In many lands, under the domination of Nazism, Fascism, and atheistic Communism the training of men for the ministry has almost ceased. Numbers of the churches have been closed by these forces. However, under the Four Freedoms, if they become a genuine reality, there will be grand opportunities for vital religious service.



A SUMMER OUTING.

When this conflict is over, and the millions of soldiers return to their homes, and when defense workers again relocate in their old communities, there will be numberless problems of self-adjustment that will call for spiritual guidance. The ministry, by its history and by its spirit, by its intellectual and spiritual traditions, will have an unusual opportunity to help in reshaping and rebuilding of community life on a loftier plane.

The ministry has ever been ready to seize the opportunity to serve God and country. In New England, just before the Revolution, the ministry accepted the challenge, and their pulpits were ablaze with the spirit of liberty, loyalty, and democracy. Emerson called the pulpits of the Puritans "the Springs of American Liberty." The Gospel of love was also proclaimed in Old England and it set in motion forces that ultimately outlawed slavery. And so it is today. Scores of American lads are now being transformed by the gospel and ministry of the chaplains, and they are "seeing visions and dreaming dreams" of a better world that is undergirded with strength of character, vitality of conscience and a new birth of intellectual and moral integrity.

We believe there is no calling that offers

a greater or more varied opportunity for unselfish service than does the ministry. The doors of service were never more wide open for consecrated, well-trained young people to carry out effectively the demands of the Great Commission.

The Challenge of a Difficult Task

The ministry is no easy job. It is no "arm-chair" vocation. It is exacting in its requirements upon nerve, time, intellect, emotions and the physical reserves of the minister.

The Master preacher laid down the minister's platform when He said, "He must preach the gospel to the poor, to heal the broken-hearted, to proclaim deliverance to the captive, the recovering of the sight to the blind, and to set at liberty those that are bruised and to preach the acceptable year of the Lord." To attempt this means that one must endeavor to be at his best in his home, his school, and among his people.

It requires effort and wisdom to pastor a church, no matter how small or how large. Ralph Waldo Emerson, after visiting a village church described his reactions about the minister and intimated how necessary it is for the pastor to think, feel, and live with him.

people and to be alert to their immediate needs. He wrote, "Cease, O thou unauthorized talker to prate of consolation, resignation and spiritual joys in neat and well-balanced sentences. For I know these men who sit below. Hush quickly, for care and calamity are things to them. There is the shoemaker whose daughter has gone mad and he is looking up through his spectacles to see what you have for him. Here is my friend whose scholars are leaving him, and he does not know where to turn his hand next. Here is the stage driver who has jaundice and cannot get well. Here is B. who failed last year, and he is looking up anxiously. Speak things or hold thy peace."

And today other people are added to the list. To be a "Son of Consolation," a "Spiritual Surgeon," a "Cure of Souls" is no "soft job." The community expects the minister to be a Friend, a Counselor, a Leader, and a Commander to the people; Yes! even a moral

mechanic who is able to mend nearly every breakdown in the individual and community life.

Easy days are not ahead for the Church. If the past is any criteria for the future, then we may expect great abuses, depressions, vices, and social crimes after hostilities are over. History shows that after every war there has been a "let down" in morals and enthusiasm for unselfish service. Paganism, materialism, and bohemianism, have too often, supplanted patriotism, self-sacrifice, and brotherhood, that fired the imaginations and enthusiasms of men for wars of liberty. It takes a holy boldness to dare to lead men in the cultivation of the lofty ideals of honesty, sobriety, and Christian brotherhood.

The Challenge for Courage

It takes mettle for a young man to enter the ministry in the face of the fact that every

A 50-Caliber Story

Last summer the Salvage Division of the War Production Board asked the Curtis Publishing Company if they would carry into the schools of America, a story on salvage. The answer was yes—provided the Army and the Navy would cooperate. They not only would, but they did—magnificently.

As a result, nearly a million students, during the academic year of 1944-45—will learn what actually happens to paper, tin and fat salvaged from the home.

These students will be told a number of

dramatic stories, and they will see a number of military exhibits, furnished by Army and Navy officials. They will be told, among other things, that this is a 50-caliber war. It is being fought—and won—with 50-caliber ammunition. And nearly all 50-caliber ammunition is first packed in paper boxes made of scrap material.

Curtis Vocational Plan is now in its 25th year and, like its story to the students, it is a 50-caliber plan. For further information write

Director, Curtis Vocational Plan

Curtis Publishing Company

Independence Square, Philadelphia 5, Pa.



Blackstone Studios

MORNING WORSHIP, IMMANUEL CHURCH, ROCHESTER,
N. Y.

physically-fit young man is serving in the armed forces. It takes fortitude to face the criticism of parents who have one or all of their men folk serving in the Army or Navy, while the theological student is protected from the dirt, blood, and sweat of the battlefield.

The Government looks upon the ministry as essential to the war effort. The Selective Service Department has worked out a plan whereby a steady flow of worthy men for the ministry might be channeled into the pre-theological and theological schools, with specific deferred classification.

No young man, however, need feel himself a "slacker" when he answers the call to the ministry PROVIDING that, as a soldier of the Cross, he does his studies with the same heroic abandon and as thoroughly and as devotedly and as loyally as does the marine, infantryman, bombardier, ranger, paratrooper, or any other combat service man.

Unless the theological student is willing to

discipline himself spiritually, morally, intellectually, and physically in a truly military sense, he is unworthy to enter the ministry.

Christian courage is needed to deal with life's problems. He is a brave man who dares to attempt to answer the great questions that have staggered mankind from the beginning. Nevertheless, our people expect some authoritative word on the great facts of God, Sin, Sorrow, Redemption, Judgment, Immortality, Righteousness, Repentance, Salvation, Self-mastery, Destiny, etc. The minister must not shrink from this privilege and duty. It requires patience and determination to master sacred and secular literature in order to be able to present messages on these grand truths in simple, clear and living terms, but it is even more difficult to translate them into character, deeds, and destiny.

There is the Challenge of the Gospel

The gospel which the minister is called to proclaim is living, dynamic, creative. It has tremendous power of release and of restraint. As the great preacher of righteousness declared, "It is the power of God unto salvation unto everyone that believeth."

This message mankind needs here and now. It is the gospel of redeemed man on this earth. It challenges men to do the will of God, right here in the United States of America, as that will is done in the Kingdom where God reigns forever supreme.

The minister is to train men to think and act like God. His profession is to help men in the art of living together as brothers, here and now. He must unfold the principles and ethics of the Kingdom of Heaven and teach men how these principles may be worked out in the kingdom of the individual, of education, of politics, of business, of society. He is to aid men to live as peaceful members of a world family. Thus he must hold up the ideal of a free world in which the Four Free-



THE CHAPLAIN AT KALAMAZOO COLLEGE CONDUCTS A SMALL GROUP DISCUSSION. MINNIE MANDELLE LIBRARY.

doms, and all of the freedoms, permeate human activities everywhere. The ideal of a liberated humanity—emancipated from the scourges of war, greed, vice, and a multitude of enemies of human welfare—must ever be the realizable goal of the twentieth century prophet. He must keep on persuading men to “turn their swords into plowshares and their spears into pruning hooks” and teach men to “learn war no more.”

The minister must have an optimistic conviction that by his Gospel individuals can be regenerated in sufficient numbers that society and human relationships can be dominated by the spirit of Jesus Christ.

This seems an impossible ideal. But the minister is asked to do the impossible. He is

told “all things are possible to him that believeth.”

The Challenge of Encouragement

There are the promises of God. “My word shall not return unto me void but it shall accomplish that which I please and it shall prosper in the things whereunto I have sent it.” And the prophet declared, “He shall not fail nor be discouraged till he hath set judgment in the earth and the isles shall wait for His law.”

In spite of the sad condition of human nature, in spite of indifference and lethargy, nevertheless, there are groups in every community who believe hopefully in the power and relevancy of the Gospel.

From the jungles of the Pacific, from the foxholes of Italy, from the trenches of Normandy, from the rubber rafts of the Atlantic, from the tin huts of the Aleutians, come enthusiastic expressions of faith and confidence that the Gospel is still the Hope of the World.

Men who are passionately committed to Jesus Christ and His Way of Life, men who have a furious love for human beings, men who possess an undying confidence in the ultimate and inevitable triumph of right in the world are challenged today to answer the call to the ministry.

The Church and the world are calling for men who have the vision of the seers, who are as brave as the evangelists, as outspoken as the prophets, as positive as the Apostles, and as authoritative and persuasive as the Son of God.

To men of indomitable will and sympathetic understanding; to men of good judgment, buoyancy and commonsense; to men of the New Birth, the Man of Galilee, The Prince of Peace, The Son of God says, "Follow me and I will make you fishers of men."

Will you answer the challenge?

Steps You Should Take Now

1. Tell your minister of your call to enter the ministry.
2. Ask your local church, or highest church authority on ministerial training, to grant you a letter of confidence and a recommendation as a bona-fide ministerial student.
3. Record this approval with your denominational headquarters.
4. Apply for admission to a standard, approved theological seminary, and you will receive suggestions concerning your training as a pre-theological or full theological student; also, how to meet the Selective Service requirements for students for the ministry.
5. Keep informed of all changes in draft regulations through your local board, denominational agencies, or Theological Seminary to which you have applied for admission.
6. The Navy V-12 program provides for a very limited number of men who desire to be candidates for the Naval Chaplaincy Reserve.
7. Watch your classification by your draft board. Should you believe you have been unfairly classified be sure to appeal within the ten-day limit.



INTERCOLLEGiate PLACEMENT BUREAU

We thought our readers might like to know that in Boston, there has been formed an organization known as The Advisory Bureau for College Men Returning from the Services, consisting of Alumni groups from leading Eastern colleges, banded together to offer FREE to college men returning from the war—undergraduates and graduates alike—practical advice and real help in picking up civilian careers. The Bureau has its headquarters in the Harvard Club, Boston, where college men may talk to other college men about their future business and career opportunities.



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PLACEMENT—a la Carte!



GEORGE F. DAVENEL, *Dean's Office, Queens College*

A representative of the view, expressed in his article "PLACEMENT—a la carte!" about the need for closer relationship between education and business, Mr. Davenel has passed with equal flexibility between the two fields both as successful underwriter of life insurance and as member of the Dean's staff at Queens College, Flushing, New York. The author of articles on placement, vocational guidance, and post-war employment, he has consistently endeavored to breathe the life of practicality into his creative professional planning in the field of personnel administration.

ORIENTATION programs for new students are accepted procedures in most colleges. But Queens College, not content with the adjustment of its Freshmen, works for the orientation of its alumni in an ever-changing vocational scene through the operation of a placement system which like Jacques' old age is sans interview sheets, sans application blanks, sans placement officers, sans fees, and therefore ungirdled enough to experiment with. Based on the belief that vocational guidance "is the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it,"*—this system views placement as an integral part of the guidance set-up,—a natural outgrowth of the whole developmental process that we call education. Actually the success with which we place our graduates is the common denominator that reduces our teaching procedures, our curricular development, our administrative control to a practical and a social reality!

In an attempt to evaluate the soundness of our curriculum, a questionnaire was designed and mailed to the 677 graduates of the Class of June '41 (our first graduating group), Class of February '42, and Class of June '42. This preliminary study revealed that while most of our students were professionally well placed, either engaging in their chosen field in some capacity that necessitated utilization

of their professional training or had frontiers for such use, and that still another significant group of our men and women had satisfactory vocational experience before entrance into the armed services, and were measuring up well within the ranks, there was a group whose vocational life and consequently personal life was not in harmony with expressed desires, native capabilities and creative possibilities.

Digest of Vocational Information

Assuming that our local advisers had properly and happily conducted the guidance of these men and women while still in college we are not concerned here with the "why" of their choices. In the language of the student we are concerned simply with his delivery of the goods. Even in a war economy, it seemed pointless to nurture these people for four years and then cast them loose with nothing, vocationally speaking, but a sheepskin to guide them. To do or not to do became to do and to do became today, yesterday, and tomorrow. Since the college does not have a separate placement center, the Dean's office prepared and circulated a free guidance paper POSTSCRIPT. We believed that a digest of the latest vocational information seasoned with actual job opportunities and garnished with over-all directions and hints would immediately solve the problems of some students and at the same time prove provocative to others.

* Definition by National Vocational Guidance Association.

A study of the columns of the paper reveals the listing of specific opportunities for accountants, advertising people, auditors, bacteriologists, bookkeepers, business administrators, camp counselors, careers in the retail field, civil service opportunities (federal), chemists, clerks, comptometers, computers, credit investigators, cryptographers, dental assistants, dietitians, draftsmen, economists, executive positions in banks and manufacturing houses, hospital corpsmen (navy), laboratory assistants, marketing specialists, mathematicians, multilith cameraman platemakers, nurses, personnel interviewers, physicists, psychologists, public relations people, salesmen, secretaries, stenographers, social workers, speech workers, elementary, secondary, and nursery school teachers, tax investigators, technical and scientific aides, translators, trust reviewers, typists, and statisticians. A reservoir of the following positions was established after we went to press: air line hostess, commercial artist, market research analyst, copywriter, engineering aide, meteorologist, parachute rigger, time study analyst, time study observer, methods engineer, methods writer, specification writer, newspaper reporter. The salary range for these positions is from \$100 to \$323.19 a month. In addition to these full time positions, comprehensive outlines are included detailing a number of on-job training programs open to college trained people. Opportunities like the Chance Vought Scholarships in Aeronautical Engineering, the Grumman Air-Craft Engineering Corporation offer, the Junior Engineer Plan of the United States Civil Service Commission, the expanding horizon of RCA-Victor, the Joseph E. Seagram and Son hunt for managerial timber, the latest word about the JPA (Junior Professional Assistant), the National Advisory Committee for Aeronautics plan, the United States Signal Corps offer, the Junior Executive Training program sponsored by metropolitan department stores in New York City have proved challenging to our students. To provide a

ready frame of reference for all types of graduates, we usually include information about fellowships, scholarships and assistantships; lists of employment agencies which have special attributes; the National Roster of Scientific and Specialized Personnel; the various branches of the U. S. Employment Service; national agencies interested in placement; engineering, science, management, war training courses; lectures of pertinent interest; courses in our extension division; studies of the trends of significant fields gathered from reports prepared by the staff of the Division of Higher Education of the United States Office of Education; the story of women up in arms (requirements for the WAC, WAVES, SPARS and MARINES); detailed outlines of opportunities for women in federal government service in various professional fields and an additional number of sub-professional opportunities. We put our best books forward and list material in press. To off-set



In 1787 Franklin and Marshall was chartered as an educational institution dedicated to "the preservation of the principles of the Christian religion and of our republican form of government."

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the purely vocational tone, we generally include bits about the United Nations at war and at peace and notes concerning developments at the college and the whereabouts of our students.

Securing Jobs

How do we get the jobs? We contact large organizations, agencies, faculty advisers, friends and students. We urge our alumni officers to spread the word that we are job hunting. Working back to successfully placed graduates has proved a very fertile supply. Every lead no matter how remote is thoroughly explored for present or future possibilities. (We are anticipating the natural reaction that will occur in the post-war adjustment period and the grave effect this will have on inexperienced graduates who will have to compete with veterans preference.) On the whole, we do not have much trouble getting jobs. We do have trouble sifting them to find types of positions that we can feature in our paper. Occasionally a member of the Dean's office staff personally investigates an unusual opportunity or makes the initial contact with an organization that should have openings for graduates such as ours.

The outcome? We cannot give you specific figures at the moment as to the actual numbers placed or assisted through this means because we mail the paper directly to graduates and distribute it to interested undergraduates. In reality we are not concerned with such an analytical presentation for we have attempted to work in a broad milieu turning with the one hand the faces of our students to general trends and opportunities while with the other we stoop to straighten John's tie or tell the personnel minded girl who is about to investigate one of our on-job training programs calling for factory apprentice work that it is not wise to wear an open-toe baby sandal for her interview. We believe that our curriculum is fundamentally sound and vocationally wide-awake. Given this background, we

make the responsibility for selection from the list of opportunities, the job of the graduate.

Job Descriptions and Specifications

To safeguard the choice, we write our job descriptions and specifications with great care often weighing the color and force of one adjective against another in an attempt to stimulate as accurately as possible the working conditions of the job. The writer would like to call attention at this point to the rather pathetic lack of descriptive quality represented in the communications received from business houses about job openings. At the risk of a generalization, it is safe to say that this is more often than not the fault of the insurance field,—a field which at the same time holds its underwriters to the strictest type of description in writing applications for special rates on policies. (Not for naught is a scientific study being made at the present time of the correspondence of several large insurance companies.) Many of these organizations and organizations in other fields have fully equipped personnel departments and must surely use the Dictionary of Occupational Titles or at least be familiar with the items ordinarily included in a job specification. Yet in their dealings with us, there is a concerted attempt to generalize in a self-conscious, flowery fashion. This is no doubt a literary representation of the suspicion with which some business men still view the educator. And what do we do in return? Unfortunately, many of us still see all business men as brothers of Babbitt. When we write letters of recommendation for our students we adapt our writing to the level of that stock characterization. This attitude subtly applied in many ways serves to strengthen the aforementioned dichotomy. One of our students, now working in an employment agency, succinctly summed it up when she said that most teachers do not know how to write good references. Significant attempts have been made before to draw the two fields together.

Integration might be achieved in a minor way if industry would give to the schools lucid job specifications spiked with *le mot juste*. These descriptions could then be made the basis of study by the colleges and applied in the daily teaching technics. At a time like this, when the humanities are losing caste through a shift in registration to the scientific side of the campus, a clear picture of the possible vocational application of these fields might stave the tide to the satisfaction of students who are not really interested in ways scientific but feel they cannot get any other kind of job and, also, to the satisfaction of teachers of these fields who viewing with alarm the decline in registration are figuratively biting their nails by brushing up on minor fields of specialization. Reverting to our original statement of placement as a natural outgrowth of training, we would urge business to take the initiative in this and whether the specification is in basic English or broken English, the schools can,—indeed

they must, use it in their preparation of future applicants.

Reactions to "Postscript"

Appreciating the individual differences in the reaction to and in the application of a liberal arts program by our men and women graduates, there is no question in our minds as to the worth whileness of a competent placement center. Given a situation which revealed a need, our plan is an attempt to meet it within certain restrictions. We do not advocate POSTSCRIPTS adoption in place of the placement service but we do believe there is merit in spreading this type of information to graduates long gone and apparently happily situated. It has been interesting to us that certain people demonstrating none of the characteristics required by various positions have come, after a perusal of the paper, from the alumni limbo to apply for these jobs. A number of them are now satisfactorily functioning in jobs for which they developed after

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knowledge, the vision, and the will to hold a worthy
purpose and to go ahead.

Write to the Registrar

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leaving college. It has also been a source of satisfaction to know that the existence of the system has attracted graduates from other colleges who have come for help and advice. The enthusiastic response of these and our own students has been expressed in the following excerpts taken from a few of the many letters that we have received.

"Thank you for the copy of POSTSCRIPT, not only because it proved interesting and useful but because it was evidence of Queens College's interest in its alumni. I would appreciate your sending me the details concerning . . . "

"We all think that the Alumni Association is doing beautifully and that POSTSCRIPT is very helpful. In fact it was the latter that inspired me to write to you. I wonder if you could help me find a job. I have had for years a . . . (physical handicap) . . . I must find something that will not be . . . "

"As soon as I received my copy of POSTSCRIPT, I felt that I had to write to tell you what a splendid idea I think it is. Thank you so much for making me feel that I still belong and for proving once again what I have known for a long time to be true, that there is no other place like . . . "

"I read your announcement in POSTSCRIPT concerning a newspaper reporter's job. As I have long been looking for this type of work, I should like to ask you to consider my present qualifications . . . "

"According to this publication a course in Engineering Fundamentals is . . . This appears to be an excellent opportunity and I would appreciate it very much if you would send me more detailed information . . . "

"It's been good to get your little news bulletin. . . . Queens College is still with me a good deal. I don't shed nostalgic tears over a locality nor an institution or even people. But I know pretty well what has

been good in my life and left its mark upon me. So far as I'm concerned I started breathing at Queens. With all the limitations that we had to contend with when Queens was first founded,—perhaps because of them,—that first year was for me at least a vast and continually fruitful experience, and I would not give it up for the best equipped library or laboratory in the land."

"I think the POSTSCRIPT idea is wonderful. I shall be looking forward to every new issue with interest and pleasure. I am certain that every graduate upon receiving it felt as I did. Not only does it suggest possible employment opportunities, but it also established a strong bond between Queens and her graduates. Of the opportunities mentioned . . . "

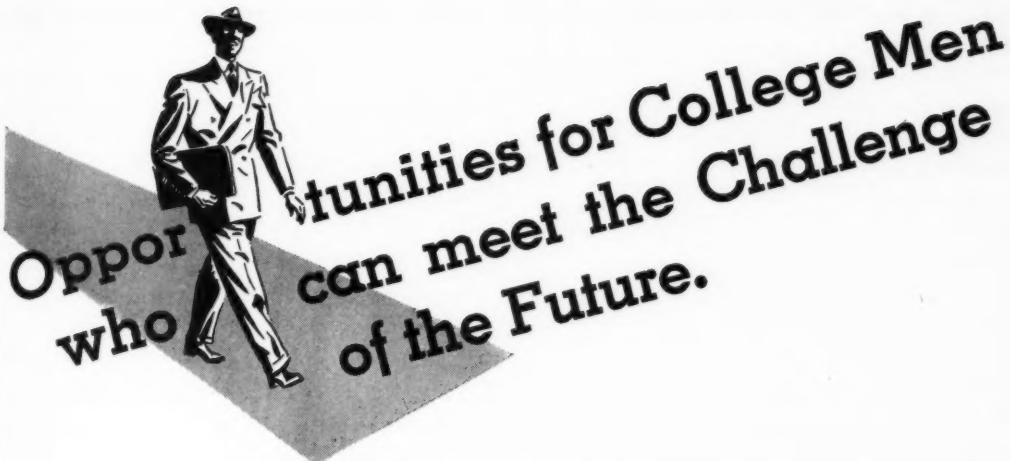
"It's things like this that put Queens College in a different category — different from any other college in the country, I'm sure. I've already taken many suggestions from this bulletin."

"I have in my possession a copy of POSTSCRIPT which I received in this morning's mail. I found it not only interesting and enlightening but also a very welcome means of communication with the college."

"I'm really ashamed of myself for not having responded to your POSTSCRIPT much sooner because I think it's such a grand thing you're doing. It certainly makes me feel wonderful every time I get a copy. I've been on the move for the past seven months and I was wondering . . . "

And a copy went from a friend, to a friend, to a friend who is not a Queens man and who is serving in the army. He wrote:

"POSTSCRIPT deserves a stripe. You are hereby commissioned to keep adding to the list of job opportunities. Believe me when I thought of the post-war world before, I thought I would have to transfer my K. P. knowledge to the nearest cafeteria,—but now . . . !"



THE Procter & Gamble organization offers outstanding opportunities to college men interested in making their careers with one of America's industrial leaders.

It has long been a policy of this Company to *develop* its executives, rather than to expect to find them ready-made from outside sources. To men who are equipped to bring to the Company qualities of character, intelligence, resourcefulness, and leadership, the assurance of careful Procter & Gamble training in the fundamentals of the business should have real significance.

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The Ivorydale, Ohio, factory of The Procter & Gamble Company, pictured here, is the largest of the Company's 29 factory and mill units in the United States and Canada. These plants produce one million dollars worth of soap, shortening, and oils each working day. During the past 15 years an average of one factory each year—at home or abroad—has been added.

Available to College Placement Officers is a 30-page illustrated booklet which sketches briefly the Company's general organization, describes methods of employment, training and development, and indicates the various fields within the organization which offer careers to able college graduates.



COUNSELLING AND JOB PLACEMENT*

A. W. ABRAHAMS, *Personnel Director,
Norris Stamping & Manufacturing Company*

More and more, educators and industries are recognizing the fact that comprehensive vocational counselling should be given the student before he starts his training. In this article, both the ailment and the cure are discussed.

The author has a long record of experience in industry as salesman, payroll administrator, purchasing agent prior to his present position. He is very active in veteran's affairs relative to the reemployment program with the Los Angeles branch of the War Manpower Commission.

THE past several years have witnessed the greatest regimentation of every resource of our country in a common effort toward the winning of this war. Prior to our actual entry into combat, we as a nation were busily engaged in defense preparations as well as in supplying other nations (who later became our allies) with the necessary materials with which they could wage combat with the aggressors of the world, our present foes.

This great massing of talent and material to be forged into every known and desired piece of materiel or type of service required by the armed forces, constitutes the greatest achievement the world has ever known. Most certainly the greatest task was that of preparation and utilization of manpower. We have and are still witnessing the astonishing achievements that have resulted from increased knowledge and training which the great institutions of education, of every kind and type, have forged for us.

The record of accomplishments in training not only military personnel but also civilian personnel, will certainly provide a creditable page in history. Business leaders acclaim educators for their willing cooperation in streamlining study and training courses to the highest peak of efficiency, eliminating many of the "fancy-dressings," shall we call them, of the pre-war training course that had been thought essential, but due to the exigencies of war, were found to be unnecessary. One

needs only to recall that before the war, it was deemed necessary to consume two full years in order properly to train a man to become an army pilot. Today, we get a better pilot in nine months!

Problems of the Post-War Era

Throughout all the many weary months of preparation, we have had our eye on the star of tomorrow, the postwar era to follow. The wise men of business and those of education as well, have given much thought to the preparation that *must* take place when peace comes—yes, even as it approaches,—so that we as a nation can as quickly and soundly as possible return to that better and fuller life which must not again make way for toils of war.

The vision of postwar problems and readjustments are before us and we desire to prepare for them! For this reason, conferences in all parts of the country are giving consideration to the solution of these impending problems.

To my mind—the problem of fitting the postwar graduate into that era or period is indeed a most serious one. It will undoubtedly prove a most difficult problem which could easily lead to disaster if it were not properly met, for the graduate will indeed need to meet a most competitive condition which will certainly prevail in that period of change-over. If he is not prepared, he may very easily feel that he is unwanted! Such an experience can readily destroy his otherwise

*Address given at Western Personnel Service Convention on the campus of the University of California, Los Angeles, July 26, 1944.

normal viewpoint toward a healthy, competitive world.

Quite properly you might ask why!—and so we will examine the record. Millions of our young men and women have gone into military life—most of them against their wills. They are being led through a life of strict discipline—but more important—a life of conformity and dependence. They have had no need to think or provide for themselves. Their needs *are* provided! They *naturally* develop the expectancy of having every need supplied. Furthermore,—legislation has provided that upon their return to civilian life they *shall* have provided for them, many benefits that otherwise would have had to be secured through their own individual effort and enterprise. As they come forth from the services, they will be mentally receptive to accepting these benefits.

On the other hand, we will have a somewhat different though similar situation with

the young civilian who did *not* have to go into military service for one reason or another and instead was able to go into some war production industry and secure for himself fabulous wages in exchange for very little skill or knowledge. It has been wisely said that "there is a day of reckoning!" And what a day that will be when "water will seek its own level," with prices and wages and everything else coming down to the level where they belong, certainly a lower level than that which prevails today! Can't you imagine the spirit of rebellion that will well up in the minds of these young people who will think that the readjustments are not only unjust but unholy as well!

A Streamlined Course of Study

I firmly believe that the immediate postwar period will not provide the necessary number of jobs to meet the demands of all who will want them. I am sure that business leaders would urge that every effort should be made

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to get these young people back into schools to complete their interrupted studies. In this way we can look forward to trained economists, scientists, engineers, doctors, lawyers, and others, to fill at least partly the void left by the demands of war which took away from us the normal supply of young men and women for these fields of endeavor.

Let me remind you however that the fast pace of the streamlined war machine will never allow this type of student to become content with the cumbersome and oftentimes unnecessarily overburdened curriculum of the pre-war educational program. The postwar plan of study *will have to be* streamlined. Study courses must be provided that will eliminate the really unessential subjects that are not truly pertinent to the objective study. I realize as do other business leaders, that many of the requisites of the pre-war study course were conducive to greater development of the cultural aspects but in the period ahead, the demand will be for the practical aspect in as short a period of time as possible. These students of whom I speak will be young men and women who normally should have completed their education and progressed to some extent into their chosen careers. They will be straining at the bit to recoup the lost time if possible.

Value of Vocational Interest and Personality Inventory Tests

Because of their war time experiences, there is little doubt that their re-actions will have changed, their mental attitudes will be different, temperamentally they will have changed and frequently their ambitions will have taken a new course. These conditions will undoubtedly demand a new scientific approach to a different and streamlined educational field which will grant the students speedy completion of the scholastic requirements of a worthwhile career. I firmly believe

that a pre-requisite of every modern and progressive institution of learning should be a very thorough and comprehensive vocational interest analysis and personality inventory! Properly administered, such testing will most certainly lead the postwar student, particularly the one who desires to finish his education, to a fuller and happier life because of occupational contentment, which in my humble opinion will prove of greater value to him than a pot of gold. Occupational contentment will brush aside all the petty differences and grievances! It will minimize sacrifices or adjustments! It will provide that abiding interest which will reduce to nothing, most of the annoyances that would otherwise develop into huge proportions.

I should like to recommend that this work is started *before* the men leave the military service, if at all possible. One of the greatest tasks we will have with all military personnel will be that of de-militarizing them and returning them to civilian status as quickly as possible. Therefore, the armed forces can do much towards this end if they will, by putting the service men through a de-militarization program, encourage the younger members to return to their schooling instead of becoming idlers awaiting postwar production pick-up. They should also be compelled to take vocational interest and personality inventory tests in collaboration with a program developed by educators counselled by business leaders, particularly those engaged in industrial relations work. Comprehensive results of these tests should be given to the subject so that he may take them with him as he enters civilian life and heads for the campus. I can also visualize that further specialized testing may be necessary under certain conditions but at least the tests he has had will give him an objective—an interest—something into which to hook his anchor. If properly administered, the results will be so obviously encouraging that nothing in the world can stop him from attain-

ing the goal of perfection and leadership in that chosen field.

Job Counselling for Industry Considered

An amazing fact is that job counselling for industry has not been considered by colleges. Their objectives have been too academic and not practical enough. Constituents of colleges are now insisting on a closer tie between schools of learning and business in order that more practical results may be obtained from the years of study and preparation on the part of the student. Why haven't colleges been more interested as a whole in the activities and problems of business and industry? I am afraid they have allowed themselves to become set apart in a world or sphere of their own. Perhaps if educators would spend a summer or two in industry, getting their teeth into some of the industrial and business problems, they would be provided with a better

appreciation and understanding, resulting in a greater service to the business world into which the graduate must eventually enter.

I firmly believe also that our postwar graduates must emerge from the colleges and universities with a greater degree and appreciation of the responsibilities of life rather than being well groomed in the ways of society and aristocracy. They should be endowed with qualities of economic integrity and encouraged to avoid debts by conforming to sound budget plans. Too many are prone for some reason or another to become speculative, not only of their future but more particularly of their early earnings.

A college degree *should* be somewhat of a guaranty that the graduate has been exposed to the fundamentals of living, the possibilities of thrift, the joys of a happy contented family life, and possessed of occupational adjustment and preparation that should result in that

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acme of all desires, occupational contentment. If this is true, then the problem of job placement will have been largely solved for it is our experience in business that maladjustments along these lines have a greater effect on the employee than anything else. People can't be well placed nor deliver their full measure of work if plagued by these outside problems. This makes me wonder why the colleges of America do not devote greater effort and time toward this end.

In the pre-war and early war days, I was often surprised and dismayed by the maladjusted applicants that came to my office for factory jobs. Among them were doctors, lawyers, artists and others whose educational careers had been selected by their parents or other adults responsible for their education. Too often the students had followed in the footsteps of their parents or others with the thought that what was good for the parent was also best for the child. What a sad condition it is that these people should finally be obligated to select the job of a factory assembly hand or machine operator in order to secure a living! I believe it was Dick Carlson of the Vocational Guidance Department of the University of California at Berkley who stated that 80% of the people are in wrong lines of work. I believe his estimate is just about right!

I am reminded of a young man who had obtained his diploma attesting to the fact that he had completed a college course in requisite studies. Awaiting his call to midshipman school, he worked as a helper in our shipping department, meanwhile studying other subjects required by the Navy. He eventually completed his training and became an Ensign and after a short period of service, was discharged because of an old knee injury. He came back to us because he thought well of the organization and desired to become associated with it the rest of his working days. A vocational interest test revealed his apti-

tude for certain phases of personnel work and so I requested him to submit to me a written summary of his education, experience and his own observations of his aptitudes for this work. I regret to say the first paper was so elementary and poorly prepared that I thought a juvenile from some level of grammar school had submitted it. The poor fellow couldn't even spell or construct sentences. His grammar was wretched! After four attempts to submit a more satisfactory outline with, may I say, kindly prompting on my part because he was a likeable chap and I had prospects of an opening developing, he gave up, quit his job and took a job teaching history or something! My heart went out to him for he wanted the job so badly and was well qualified, according to his vocational profile. This to my mind is an example of how the schools have gotten away from the fundamentals, laying too much stress on the cultures.

For some time, I have had a couple of pet peeves. The principle one is the tendency of many universities—and this includes some of our leading ones—to tell the student upon graduation, that he now *knows* all there is to be taught on the subject in which he majored and for him to embark upon his career with the idea of letting the world know that he *knows* all there is to the subject and incidentally figuratively to wave his sheepskin before the eyes of all, that they may behold. This is not said with any sarcasm but rather with a plea that educators tell the graduate that he now has the "foundation stone of knowledge" and should go forth quietly to seek an opportunity of using this knowledge, starting from the bottom and working up to a position of leadership as he proves himself worthy. There have been many sad wrecks because of this mistake. Call to his attention the years of further development that the young doctor has before him, *after* he receives his sheepskin.

Remind him of the attorney who must clerk before he appears before the bar! Tell him also, not to expect to start with the salary of a junior or senior executive.

This reminds me of the story of the young New England college graduate seeking employment, who, in an interview with the president of a small but prosperous firm, stressed the fact that he had an AB degree. The prospective employer thought a moment and then said, "Alright son, hang your hat up and we'll teach you the rest of the alphabet!" This is not meant as sarcasm, but merely is

used to illustrate the point that the graduate should be told to go forth and learn how best to utilize the knowledge gained from his study and preparation.

Briefly therefore, postwar job placements will be less difficult and most satisfactory if comprehensive vocational counseling is given the student *before* he invests his time and effort in study. Furthermore, concise and practical studies, streamlined to reduce the time requisite, will do much to assist the post-war graduate to fit himself or herself into that competitive era that lies ahead.



"Postwar Counseling on the College Campus" was the central theme of a week's deliberations by 40 registered delegates representing 28 different colleges and universities in eleven western states at an Institute on Student Personnel Work held on the University of California at Los Angeles campus the last week in July. It was held under the sponsorship of Western Personnel Service, a cooperative research organization set up by and for the colleges and universities in the eleven western states to serve as a clearing house of information about student personnel methods and about occupations. The five-day Institute was planned by Winifred Hausam and Helen Fisk with the aid of the Academic Council of Western Personnel Service, composed of representatives from its member institutions. Sessions were built around the following basic topics for college personnel workers: new responsibilities, new techniques, vocational guidance, campus life, and planning and performance of student personnel programs. Special emphasis was laid on the counseling needs of returning service men and women.

Dr. E. G. Williamson, Dean of Students at the University of Minnesota, and President of the American College Personnel Association, was leader of the Institute. Dr. Williamson is also Chairman of the Student Personnel Committee of the American Council on Education, and during the war has been serving as Chairman of the Advisory Committee to the U. S. Armed Forces Institute, Chairman of the Committee on Training of the Commission on Vocational Counseling of Veterans, War Manpower Commission, and as consultant to the Adjutant General's Department concerning counseling of soldiers as part of the demobilization program.

In addition to Dr. Williamson, 50 outstanding leaders from the armed forces, industry, education and government gave informal presentations on subjects related to college personnel work problems and participated in the discussions. Included in this group were A. F. Hinrichs, Acting Commissioner of Labor Statistics, Washington, D. C., speaking on "New Occupational Backgrounds for Postwar Counseling"; Col. Alexander R. Heron, Director, California Reconstruction and Reemployment Commission, talking on "The Colleges and the Postwar West"; Lt. Com. Clifford G. Houston, District Classification Control Officer, Eleventh Naval District, and Captain James W. Layman, Director, Reconditioning Division, Hammond General Hospital, on "Postwar Counseling"; Major William G. Barrett, AAF Redistribution Station No. 3, Santa Monica, Major Neil D. Warren, Psychological Research Unit No. 3, Santa Ana Army Air Base, and Captain Benjamin N. Tager, AAF Convalescent Center, Fort George Wright, Spokane, Washington, speaking on "Implications for Counseling from New Psychological and Psychiatric Techniques Developed in the Armed Forces"; and Karl W. Onthank, Dean of Personnel Administration, University of Oregon, and Chairman of the Academic Council of Western Personnel Service, speaking on "Student Participation in the Student Personnel Program."

CAREER CONFERENCE AT TEMPLE UNIVERSITY



MILLARD E. GLADFELTER, *Vice President, Temple University*

The need for pre-college counseling is becoming more widely recognized by high and preparatory schools throughout the nation. Temple University in Philadelphia is aiding the youth of America in every way possible through its Career Conference.

The author, a native of Pennsylvania, received his A.B. from Gettysburg College, M.A. from The University of Wisconsin. Gettysburg College honored him with an Honorary degree, Sc.D. in Ed., in 1942, for his outstanding work. Before becoming Vice-President of Temple University three years ago, he served as Director of the Temple University Junior-Senior High School, Registrar of Temple University and as Principal and Teacher in West York Schools.

TO intelligently advise and counsel with youth on vocational problems is accepted as the most important responsibility of those who are concerned with the field of guidance and counseling. The intense competition for college and university students during the early and middle thirties overshadowed somewhat the principles and procedures that one ordinarily expects to prevail in counseling youth. Declining enrollments and unbalanced budgets frequently encouraged college representatives to advise and encourage students to consider vocations for which they were not adapted and direct others toward fields in which there was limited opportunity.

The recruiting era was an unhappy experience, but it did yield some good. Because of the growing need for better pre-college guidance, colleges and universities in many areas of the country began to organize their efforts in order to offer more adequate counseling service for those students who intended to go to college. The coordinated efforts of institutions in Ohio and Wisconsin in testing and counseling high school students brought about better understanding between institutions and made available for the youth and the college useful counseling material. Cooperative testing movements extended only to a few states. In other areas the high schools became more conscious of the importance of providing ade-

quate information for pre-college students and of the desirability of making it possible for them to secure this information in an environment which was as free as possible of institutional prejudice.

Accordingly, many eastern high schools set up college night and college day programs. To these programs were invited representatives from all colleges in which the students had expressed an interest. Each representative was assigned a room, and students and parents could then visit with and secure counsel from someone from the college campus. Occasionally, the desire to enroll the potential student overshadowed the sound advice that the representative might have been able to give had he not been expected to secure students for his institution.

There are, however, many good features in a "college night" program. High school principals very quickly found these and incorporated them into a "college day" program which is considered of a sufficient importance to occupy a whole day in the school calendar. Many schools in suburban Philadelphia have two career days each year. These are quite similar to the Career Conference at Temple University.

In addition to the cooperative testing movements and the high school career days, many institutions organized college days, open house

programs, and campus weekends. These programs are still quite successful for many institutions. They are set up for those students who are directing their attention toward a particular institution. Useful as they are, they do not offer the opportunity for vocational counseling that exists in a career day that is free of a promotional atmosphere.

The Career Conference at Temple University which was begun in 1934 represents an effort at vocational counseling that is unique among colleges. This program has attracted to its one day sessions as many as 1,500 students from sixty secondary schools. These students come from sections of four states adjoining metropolitan Philadelphia in order to study their vocational and career plans.

During the ten years of its existence, the Conference Committee has attempted to do three major things:

1. To train, through experience in the Conference, a group of capable counsellors.
2. To offer an opportunity for young people to obtain information and guidance from these counsellors in a series of conferences.
3. To provide conferences which are free of group and competitive interests in all fields which require a formal education beyond the secondary school level.

Selection of Leaders

The selection of conference leaders requires considerable care. A successful lawyer very frequently will not be able to give helpful advice to one who is anticipating a legal career. The "halo" effect will magnify the opportunities in the career, and his success in one area of law is likely to keep him uninformed of opportunities in other areas. This is often true of the "top" names in many vocations.

The questions that a young person wishes to have answered when he is considering his life's work are questions with which many successful men and women should not be ex-

pected to be familiar and on which their judgment might be biased. For example, Medical Technology is a comparatively new field, and in recent years has attracted many capable young women. It is an interesting and useful field, but there are conceivable reasons why a father might wish to dissuade his daughter from becoming a medical technologist, even though the white uniformed glamour of a "Dr. Kildare" picture and the persuasive plea of professional service might have out-weighed in his daughter's mind any other considerations in choosing this field.

One who counsels with such applicants must know the time and investment necessary in order to become a successful medical technologist; must know the extent to which there is pressure for admission to this field; must be familiar with the positions into which those who have been successful in the field have advanced; and must be cognizant of the remuneration one can expect to receive. The answers to these questions must come from one who is thoroughly conversant with the field of medical technology. This can not be expected of a successful doctor who employs two or three medical technologists, nor of a brilliant technician who spends all of her days in a laboratory.

To the Career Conference this year, the University brought eighty-one counsellors who presided over and participated in the group conferences. Of this number, sixty-one had experience in previous conferences.

The Committee considers these characteristics to be essential for a successful Career Conference leader: (1) He must be engaging in speech and manner; (2) He must have experience in or be familiar with the field which he will discuss; (3) His enthusiasm for the vocation should not lead him to "oversell" it; (4) He should be able to interpret it in a layman's language; (5) He should know the related professions for which the formal training will be basic and into which one can

go if interest and opportunity dictate; (6) He should be able to present clearly and accurately a statement on the formal training necessary, apprenticeship required, personal characteristics that are best adapted to the field, and time and cost involved in becoming established; (7) He should know the limitations of his own information and be able to refer the student to proper agencies and bureaus for advice and self-evaluation.

In choosing the counsellors, it is also our purpose to maintain a distribution between those who are actively engaged in the professions and those who are in educational services. The list of counselors includes members of the staffs of many of the educational institutions in Philadelphia, personnel officers from leading industries, and staff members of state departments of public instruction.

Method of Planning

In planning the conference, each counsellor is asked to study carefully a suggested outline for his opening remarks, and to allow ample time for questions and discussion. Many of the counsellors have an active correspondence in which they are asked for further advice from students who attended their conferences. This advice is given voluntarily. Last year one such counsellor, the president of an advertising firm, sent material periodically from his Philadelphia office to eleven high school boys and girls who were contemplating advertising as a career, but who had not yet finished high school.

The proceedings of each conference are compiled by a stenographer and the transcripts are studied by the Committee and the Conference Leader. This enables the Committee and the Leader, who is continued from year to year to improve upon their technique and to become more familiar with the answers to the questions that are uppermost in the minds of youth. Counsellors frequently report that they meet students three, four, or

five years afterward who say to them that their vocational choice was finally settled upon after evaluating the information they received in a Career Conference.

Opportunity for Guidance

The second purpose of the conference is to offer opportunity for young people to obtain information and guidance from these counsellors in a series of conferences. Institutional and industrial counselling open house days are frequently devoted to those areas of service to which the particular organization or institution is adapted. It is the purpose of the program at Temple University to offer conferences in all fields for which training beyond the secondary school is necessary, whether the University has curricula in these fields or not. One of the largest conferences each year is that on engineering, even though Temple University does not offer a curriculum in engineering.

It is considered of extreme importance to have the student appreciate the breadth of opportunity in each field. For example, the Home Economics Conference does not stress only Home Economics as a program for prospective teaching, but gives full information on vocational opportunities for girls who have had a basic training in Home Economy. The young man who wishes to become a doctor might find after two or three years of undergraduate study that he is unsuited for scientific work. The conference leader does not overlook this possibility, and stresses the related fields for which pre-medical training is necessary and in which he might be happy and useful.

During the last year the University trained a group of young women for technical work in a radio corporation. This carefully selected group received basic training in those subject fields which were considered essential for a successful experience in skilled and semi-skilled positions with the industry. The

extent to which personnel men in industry are following this same principle is illustrated by the experience of two of these trainees. Upon the completion of the study period, the graduates were assigned to positions throughout the plant. Two of these girls were placed on an assembly line. After a short experience, the personnel officers invited comments, suggestions, and criticisms from each of the girls. The two girls who had been on the assembly line thought that the work which had been assigned to them could have been done by persons with less training. After a personnel officer told them that they had been assigned to that task because it was hoped that their training would enable them to detect a very minor error that had been escaping the eyes of untrained people but one which in the opinion of the quality control experts was very costly to the industry, they approached their task with a better understanding of their importance in the organization. This experience suggests that industrial personnel officers are alert to the values derived from counselling after placement.

Need for Unbiased Guidance

Another important consideration in planning a career conference is that of avoiding biases and prejudices in the discussion. Frequently one who is enthusiastic about his field will feel that it is his duty to enlist all who have some interest in the profession. It is also possible for one who is interested in a field such as science or engineering, to frighten some very promising candidates by stressing the importance of subjects which are not major to the field and for which the student has aptitude, but no interest. The counsellor should outline and inform, and then if he is not equipped, he should refer the student to the proper sources for an evaluation of his aptitudes.

The avoidance of biases and prejudices motivated by the fear of decimated ranks in a

particular profession is an absolute in a career conference. The number of trained library personnel, for example, has decreased very greatly during the war period. The American Library Association is anxious to encourage promising young people who are interested in Library Science to enter the profession. They are not putting on a campaign—to do so would debase the standards of the Association—but knowledge of such needs is paramount to a career conference.

Frequently, students will choose to attend two conferences in quite different fields. The program this year included 35 group conferences in vocational fields ranging from Accounting to Writing. It was so arranged that conferences were repeated during successive periods thus permitting students to attend two different conferences. If a student is interested in Journalism and Law, he is then able to get information on each of these professions and carry that information back to his school counsellors, to his home, or to a university counsellor before making his choice of curricula.

If the educational ladder projects upward, and it doubtless will, an increasing number of young people will seek admission to an ever increasing list of vocations. Many of these young folks will have the potentiality for success in the fields of their choice. Others will be interested in fields for which they are ill-suited and will become vocational failures unless proper guidance is provided. Among the latter will be many who do not finish their formal educational program. In the state that spends the largest amount per capita on its public schools, only half of the students who enter the ninth grade finish the high school program. Many of the "drop-outs" are left to their own resources in career planning.

In 1890, 3.7% of the youth between fourteen and seventeen years of age were in school. In 1937, we find 65% of this age group in

school. Raising the educational level increases the potential vocational efficiencies of youth; it also increases the desire of many youth to enter professions for which they are not suited and to which they will not adapt themselves.

In the light of these facts it becomes necessary for us to provide fuller opportunities for career planning. Much of our career planning has been in terms of large businesses and industries, and yet according to a recent report by the Committee on Economic Development, 98% of the 3,100,000 enterprises in the United States employ fewer than 100 people. The life span of a business in this country is three and a half years. The mortality is heavy because of many poorly planned business ventures. It is essential then,

that young people be taught to set up a small business on a blueprint as carefully planned as the one a young man follows who plans to go into the study of medicine or the profession of accounting.

Success in America is measured in the minds of many youth by the amount of wealth or influence one gains. In counseling with youth it is necessary to dissuade them of this unworthy belief. If a richer and more useful life is the end of education, and if in order to have a richer and more useful life every man and woman must be a worker at that which is useful and brings happiness to himself and his neighbor, we must direct youth toward those vocations in which these purposes can be attained.



NATIONWIDE COLLEGE COUNSELING PROGRAM ENTERS ITS SECOND YEAR

Universities, colleges and junior colleges throughout the country will again participate in the college counseling program inaugurated last year under the joint auspices of the National Nursing Council for War Service and the United States Cadet Nurse Corps. A letter from Dr. Thomas Parran, Surgeon General, U. S. Public Health Service, stressing the part played by the nursing services in reducing military casualties and the advantages of nursing as a postwar career for college women, has been sent to over 400 institutions of higher education. Replies have already been received from many college presidents welcoming the proposed visit of a qualified field representative to present the latest information on the needs and opportunities in nursing to students, faculty members, and members of vocational guidance staffs.

Last year's college field staff visited 612 colleges, spoke to student audiences totaling over 92,000, conferred either individually or in small groups with 5,867 students, and interviewed over 2,000 administrators and faculty members.

Colleges included in last year's itinerary have sent particularly cordial replies crediting the visits of the nurse counselors with the enrollment of a number of their best students in schools of nursing.

A new field staff consisting of some twenty-five or thirty nurse educators and administrators, all college women, released on short-term leaves from leading schools of nursing and hospitals, will undertake this year's program, which will extend from October 1 to the Christmas vacation. Immediately before starting out on their itineraries they will attend a four-day orientation institute in New York, at which leading educators and members of the nursing profession will discuss the place of the college woman in nursing. The institute is planned for September 27-30.

—National Nursing Council for War Service.

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WAR MANPOWER COMMISSION RULINGS AND COLLEGE PLACEMENTS

CARL B. HARR, *Area Manpower Director of the Philadelphia Area, War Manpower Commission*

Since the beginning of the war, SCHOOL AND COLLEGE PLACEMENT has presented from time to time the latest news from the War Manpower Commission. We are firmly convinced of the necessity for encouraging young people with technical and professional potentialities to secure the best possible training and education, so that there may be an adequate supply of trained personnel both now and in future years. Carl B. Harr interprets here recent rulings of the War Manpower Commission as related to placement problems facing colleges and their graduates.

Carl B. Harr is a native Philadelphian. He attended the Penn Charter School and the Wharton School of the University of Pennsylvania. He served on the Mexican Border with the first Pennsylvania Cavalry, and in France as a Captain with the 79th Division. From 1919 to 1940, he was engaged in mining engineering in Nevada, California, and Mexico. Since returning to the East in 1940, Mr. Harr has been in Federal Service, first as Deputy Pennsylvania Administrator, and later as Regional Deputy Administrator for the National Youth Administration. When that organization went out of existence, he accepted a post with the Regional Office of the War Manpower Commission, serving as Acting Manpower Director of Pennsylvania prior to assuming his present position.

HOW have the rulings of the War Manpower Commission affected the technically trained man, the new graduate, white collar alumnus in the market for placement, or Veteran of World War II ready to take up the threads of life where he last left it?

Does the Priority Referral Manpower plan, for instance, sweep away the lines of career education and cancel the years of preparation that were given towards filling a special place in technical and professional fields?

These are questions which are being asked the country over by both educators and employers.

The great industrial area of Philadelphia supplies an excellent proving ground to seek our answers. Here we have one of the nation's foremost war production centers where, if ever, the War Manpower Commission's policies must be strictly observed. On August 1, Philadelphia and its adjacent industrial counties went into a Group I Labor Market Area, which means this locale was classified with the most critical labor shortage areas in the country—areas now supplying the major share of war equipment to the combat zones. Backing our humming center of shipyards, aircraft plants, tank, truck and munition factories we are, at the same time, one of the leading educational communities of the

world. With the University of Pennsylvania and Temple University leading in size, ten colleges yearly funnel thousands of trained men and women into the Nation's industries and professions. Alumni rosters offered astronomical figures with their totals of past students who qualify for placement.

Well, what do we find?

Despite the fact that the service flags of our universities and colleges are proudly clustered with the stars of hundreds of thousands of our graduates and alumni who have entered the armed forces, the record shows that the placement of the technically and professionally trained man not slated for the armed forces, has multiplied five-fold during the past year. During the short time in which Priority Referral has been in effect in the Philadelphia area (two months at this writing), placement of these applicants have increased 50% over an equivalent preceding period now reaching a rate of 300 a month. In a recent tabulation by the Gallup Poll, a favorable return was made for the effect of Priority Referral on essential employers and employees alike. Not only have the number of placements multiplied, but their scope has widened, so that now men technically prepared for highly-skilled work which does not offer opportunity locally are being routed to cities all over the country.

This is made possible by the clearance service of the War Manpower Commission, whereby all offices are notified of needs and opportunities of the greatest urgency in other states and communities. It is a vast employment network stretching from one end of the United States to the other. Information on jobs available or known to one U. S. Employment office may be shared by the entire 1,500.

Today for instance secret war projects rating the highest priority in the nation and superseding any local needs, critical though they be, have been able to draw on Philadelphia's pool of technical manpower.

Philadelphia firms, national in their scope of operation and doing important government work, have sent men from Philadelphia's scientific schools to cities all over the country and out of the country, to lay out some of our most vital government installations, covering the fields of ship-building, aircraft, ammunition and all the major materials of war.

The evidence speaks for itself and allows the reader to judge for himself whether restrictive manpower controls have damaged the cause of specialized training and its product. The answer to the contrary can be found in this special circumstance. The urgent needs of war, which called into being these controls, have presented a crystal-clear picture of supply and demand such as has never been presented before. This has brought man and job

together. It has been the responsibility of the War Manpower Commission to do this very thing.

In the Philadelphia Area the impressive record of increased placement of "employer-specification" manpower have been due to a fine teamwork on the part of the technical and professional unit of the United States Employment Service working closely with our college placement bureaus.

At the beginning of the college year, representatives of the technical and professional unit call on college officials with two objectives in mind:

1. To furnish war job data for guidance purposes.
2. To explain the War Manpower program, covering the employment stabilization plan, and now that it has gone into effect, Priority Referral.

Before graduation day, college officials are visited again. This time to:

- (1) Determine the number of graduates available.
- (2) Explain vital war labor needs.
- (3) Cover once more the War Manpower program, and the necessary steps to be taken in complying with the Priority Referral program.

(For example, where a large plant has a standing arrangement to hire all qualified gradu-

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ates, it is necessary to explain the effect of the Priority Referral program on such an arrangement. There might be, within established priorities, a provision to continue such an arrangement.)

Let's look into these Manpower rulings. They are:

- (1) The Employment Stabilization Plan which prevents employees in essential industry from changing jobs except for specified good reasons.
- (2) The Priority Referral plan, in effect nationally since July 1st, provides that all men over eighteen (except those in agricultural pursuits or other special categories) be referred to jobs through or by arrangement with the United States Employment Service in the order of their importance to the war.

The Employment Stabilization Plan has not thwarted your trained man seeking the job for which he was trained; for that is the very essence of the plan, that a man work at his highest skill and continue to work at it towards the winning of the war. In cases where a man is employed at less than his highest skill, he will find that under the provisions of the plan he has justification for changing employment.

Only in exceptional cases has the Priority Referral Plan come between the employer and the trained man whom he wishes to employ. Most firms in need of technical personnel are high-priority plants which the Manpower Priorities Committee has named as having first call on the area's manpower. These are the firms waiting for the engineers, the chemists, the certified accountants and other highly specialized personnel. These firms in the main have post-war plans and offer post-war opportunities, but they are being held in abeyance towards the one mighty objective upon which all post-war plans must be predicated—winning this total war.

The exceptional case occurs when the em-

ployer has not rated a manpower priority classification. Sometimes these controls irk. But we have found that most employers accept them with good grace. When the military warns that only one-half the quantity of ammunition requested by a commander in a landing operation was able to be supplied because of a lag in production, in spite of post-war hopes and dreams of a quick ending of the total war, it is hard to put our own ambitions first. Granted that Germany is on her knees, we still have a wily cruel fanatical enemy in the east to crush, and one that still occupies a large share of the eastern hemisphere. We do not know whether the total war will be long or short. But we are sure of one thing—the importance of superior supplies in cutting down the toll of our dead and wounded, in waging this fight to the finish.

But let's see how Philadelphia, our typical war production city, has managed to roll up its record on placements of the technical man who certainly no less than the war worker in the plant, is serving in the army of war production.

Constant cooperation of the technical and professional unit of the United States Employment Service with the College Placement Bureaus has been the secret of this success.

The employer may have placed his order with one unit as he is increasingly doing, because that's a big part of our job—to work with employers and attempt to solve their manpower problems. We in turn have worked with our college placement bureaus to help us supply this specialized order.

Where the employer has negotiated directly with the college placement, because of the Priority Referral Plan, clearance through the United States Employment Service is required. Again teamwork on the part of the placement bureaus has made this clearance function smoothly. It is generally understood that this is a necessary war measure. It is necessitated by the fact that in this and in every labor

shortage area producing materials of highest urgency for the battlefronts, it is the supreme responsibility of the War Manpower Commission to see that every high-priority plant is supplied with sufficient manpower to do the job.

The employment needs of every major war plant in every city producing for the war are filed with the War Manpower Commission, on what we call our "ES-270" reports. This is a two-way guard. (1) It puts the employer on record as needing so much manpower to fulfill his war contracts. (2) Collectively, these ES-270's give the commission an estimate of the over-all manpower needs of the area.

At the same time the Commission has compiled estimates on the amount of available manpower (and womanpower) in the area. Exploring all sources, we come to the point where we know just about how much manpower we have to spend. We are like a man with a check book. In the Philadelphia Area we have, overdrawn our balance. At the last reckoning we were 27,000 short.

It can be readily seen, that if too much of this precious manpower is spent in one plant, another plant will suffer or rather, some commander in some far-off theatre of war will suffer, for a shipment counted upon from that manufacturer will not arrive on time.

The amount of manpower allotted to each plant is of course not left to chance. At the time the Priority Referral plan became effective, employment ceilings were set for every essential employer and now they have been extended to less-essential employers. These ceilings are set only after reviewing all the facts—which might be said to wing straight back to the battlefronts. A Production Urgency Commission sets up a list of *Must* material for combat. This is made up from demands emanating directly from the fighting fronts. The Manpower Priorities Committee, made up of representatives of the interested government agencies, then determine man-

power allowances or employment ceilings according to the urgency of the product of the firm concerned.

Placement of veterans is becoming an increasingly important responsibility of the War Manpower Commission. Ex-service men however are not subject to Priority Referral for the first sixty days after the date of their initial employment. This means that no clearance through the United States Employment Service is required during this period. Neither do the provisions of the Employment Stabilization Plan apply during this interlude. In other words, a Veteran may change employment as often as he please during these sixty days without a statement of availability from his employer or the employment service.

Placement of high school graduates and students has supplied another activity. Thanks to the cooperation of the School authorities, representatives of the U. S. Employment Service have been able to go into the schools, address student bodies and describe employment opportunities while at the same time pointing to the responsibilities that go with assuming war work.

But Philadelphia's care in handling the problem of the inevitable induction of youth into the war production army during the heavy assignment of supplying war equipment for our fighting forces has not been unique. In every state of the union the closest attention has been given to compliance with child labor laws, to health standards and the general welfare of young people.

It has been necessary to consider two groups of students: high school boys and girls available for work through the summer months who expect either to go on to college or to return to high school at the opening of the fall term; the group which expects to continue working and not to return to school.

Typical of the careful preparation that has been made for the effective handling of high school groups during the past summer was

a campaign instituted by the War Manpower Commission in the state of Arkansas.

State school officials, including those from the State Department of Education and the State Parent Teachers Association met with the State Labor Commissioner, representatives of the War Manpower Commission and other interested agencies to lay plans for statewide sympathetic approach to this problem. Local school superintendents and county school superintendents were called in. Local newspapers gave publicity to the movement. The United States Employment Service in connection with civic groups, local newspaper leaders and others surveyed employment opportunities for high school workers and secured commitments wherever possible to employ youth with the understanding that employers would release such workers as wished to continue their high school work at the close of the summer term.

This movement and the whole attitude of the War Manpower Commission on the importance of education keys well with the National Go-to-School Drive that was instituted by various government agencies at the beginning of this fall school term.

Typifying the whole spirit of the drive was the message of Paul V. McNutt, Chairman of the War Manpower Commission, to boys and girls of High-school age:

"Many of you have spent your summer vacation on farms, in stores and factories helping with the job of winning this war. Now that school is soon to begin once more, I trust that you will return to your classrooms and laboratories. Of course, it may be necessary in some labor-shortage areas to continue to enlist the help of high-school youth in supervised work-school programs. We are defending ourselves today against enemies who have attempted to make slaves of us all. When we have beaten them back, we will have won half the battle. But the big struggle will

still remain, of seeing that our freedom stays won."

"In this struggle you will have a big part to play. This is why it is so important that you continue your studies to equip yourselves to understand the great problems ahead and how to deal with them. The opening of school this fall is your "D-Day" in the struggle for a better world. I hope that every one of you will meet its challenge wholeheartedly, just as your older brothers are meeting their challenge all over the world."

Significant, too, was the statement during the drive of Frank L. McNamee, Regional Manpower Director for Pennsylvania, New Jersey and Delaware who said: "Our schools are the battle stations of America."

"This war will end, as all wars must. The coming of peace will confront mankind with a staggering task of rebuilding a shattered, sick, distraught, and impoverished world. From every part of the globe will arise a cry for help. That cry will be addressed mainly to the peoples of the Western Hemisphere. There will be a call for physicians, scientists, nurses, teachers, ministers, engineers, musicians, artists, publishers, writers, architects, and statesmen. There will be a call for these skilled servants of humanity by the millions, and there will be a call for tens of millions of well-educated ordinary citizens, of good will, sound health, productive skill, intelligence, and industry."

Only by the continuance, and expansion of all specialized educational programs can ideals such as these be achieved. Rulings of the War Manpower Commission working toward total victory and total peace are designed only to hasten the day when in a post-war world all Americans, whether in our fighting armies or our war production battalions, can move forward unfettered towards the great American dream of us all—*life, liberty and the pursuit of happiness.*

EDUCATION AND INDUSTRY

WILLIAM BACHRACH, *Coordinator, Engineering, Science and War Management Training Program*

Industry and Education have long been cognizant of the fact they were not pulling together. The following makes an appeal for a closer cooperation between the two to increase the effectiveness of placement. As Vice-President of the Dearborn Company, past Supervisor of Commercial Education in Chicago, and now, as Coordinator of the Engineering, Science and Management War Training Program for twelve colleges in Wisconsin and Illinois, the author has had the opportunity to see both sides of the issue.



THERE should be no conflict between a broad education and a technological education. If an individual has time enough to be in school and the instruction is intelligent, he should come out with both. In other words, the antagonism which has run rife for many years between education and industry should be dispelled and in its place a new and greater understanding should arise.

For many years teachers had no experience other than an academic education. They felt that their job consisted solely of teaching academic subjects and without knowing why, they were antagonistic to industry and all that it symbolized. They hadn't realized that industry has to prosper in order to pay the taxes which support the schools. On the other hand, industry felt that the schools had in the past done very little that was of value in the training of students for industry.

Over a period of twenty-five years or more, there have been some gradual changes in these attitudes. With the passage of the Smith-Hughes Act in 1917, whereby the Federal government participates in the financing and support of vocational education, teachers were employed who had practical education and sympathy for industrial and vocational training, and yet knew the value of a "broad education." In this way, there has gradually infiltrated into the teaching profession a group of teachers who come from industry and there-

fore have sympathy for its needs. On the other hand, graduates of the technological colleges—men who have participated in and appreciated the value of specialized training in required techniques—have entered industry.

In my opinion, more teachers should be members of the local Chamber of Commerce and more business men and women should be on Boards of Education or should be members of Parent-Teacher Associations. The knowledge and experience of each should be valuable to the other, thereby creating greater sympathy and understanding between the two groups.

As Vice President of the Chicago Association of Commerce for Education for a number of years past, I have tried to bring together the schools and industry. Studies have been made of the training that is being done by industries in the Chicago area, of the skills that are available in industries, and of the vocational guidance and testing that is being done in industry. Although there is evidence of progress on the sides of both education and industry in trying to find a mutual meeting place, too little has been done along these lines. This is proved by the fact that the Army and the Navy found it necessary to set up special schools and run intensified courses to train men for the required technological skills.



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Recent Discoveries of Improved Teaching Methods

Intensive study should be made of the methods used by the colleges for the armed forces in their specialized courses, so that civilian education might benefit by it. Through the use of sound movies and still pictures or slides, it has been found that less time is necessary in teaching than by text-book or word-of-mouth methods. The time saved could be used for study or practice work.

Experiences of college executives with the Engineering, Science and Management War Training program, have led them to believe that it would have the following effects on college teaching after the war:

- A. ESMWT has necessitated a review of each course and its justification before the Washington staff. This should have an influence in improving courses for regular students.
- B. Relations between colleges and industry have been greatly improved.
- C. Industrial contacts have enhanced the teaching abilities of staff members, which suggests the desirability of some arrangement whereby young staff members can spend part of their time in industrial employment.
- D. The colleges have acquired a large amount of practical case material from

the industry served by their ESMWT courses.

- E. The colleges have disseminated among young adults a widespread appreciation of good teaching.
- F. Industry has become conscious of the colleges and of the services they have been able to render in training industrial employees.
- G. There is a gap between the training *immediately* useful to industry and that given in regular college curricula which can be filled by ESMWT-type courses, for the most part given off campus.
- H. ESMWT-type courses can render valuable service by keeping graduate engineers up-to-date on developments in their professions.

Need for Simplified Grading

Since World War No. 1, education has gone soft. The theory in some schools that every student should be permitted to pass every course puts a false level of proficiency on many. Probably the root of the trouble lies in the fact that too little time has been spent on vocational guidance and testing the abilities of the individual students. If this were remedied, then a greater degree of proficiency might be expected from the individual. In war industries, tolerances up to ten-thousandths of an inch are expected. On the other

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hand, if one had visited the industrial arts shops of the high schools in the past decade or so, he would have seen much indifferent and inaccurate work which would not only be lacking in practical value, but would lead the student to sloppy methods of thinking.

I believe our system of grading, whereby the student who received 75 per cent was promoted, has led to much misunderstanding on the part of the individual. Seventy-five per cent accuracy is of very little value in any industrial or business operations. It would be much better to have grading of "right" or "wrong," "passing" or "not passing," and would also simplify the lives of many teachers who spend hours over refinements of grades which mean very little.

It is important that out of our war experiences should come a better understanding between education and industry, resulting in increases of apprenticeship training, cooperative education on a high school and college

level, technological institutes which young people or adults can attend and secure needed knowledge with or without credit, and opportunity schools where hobbies and aptitudes can be discovered and perfected with very little formality as to past education and experience.

Furthermore, vocational guidance and testing should be made as easy of acquirement as physical and medical tests are at the present time.

If the United States is to keep its place as an industrial nation in competition with our allies who will outnumber us in population, willingness to work hard and long hours, and probably with an inherited manual dexterity which we do not possess, then I fervently hope that the schools will seriously study their past experiences in the light of what has happened during the war and make the necessary adjustments.



TRAIN—RETRAIN FOR POSTWAR "SPECIALTIES"

Temple University in Philadelphia announces an interesting schedule of opportunities for postwar specialization in its Evening Technical School. Courses include *Applied Dairy Procedure, Basic Aeronautics, Blue Print Reading and Estimating, Chemistry, Food Technology, Principles of Physical Metallurgy, Heating, Ventilating and Air Conditioning, Mechanical Design and Structural Design, Naval Architecture, Radio Principles, and Television Principles.*

INDUSTRY'S RESPONSIBILITY FOR POSTCOLLEGIATE EDUCATION

By A. R. STEVENSON,¹ JR., AND K. B. MCEACHRON, JR.

General Electric Company, Schenectady, N. Y.

Engineering to Win the Peace

IT may be more difficult to win the peace than win the war. The suggestion has been made that the United States of America will not only have to pay for the war but also for postwar feeding and policing the world. Whether we shall be financially capable of carrying this burden is quite a question. We certainly can't carry it unless we all work. Therefore we must have full employment.

In the postwar period we can have prosperity if we have normal full employment. If we can employ 57 million people 40 hours per week at present rates of pay, the national income should be well over 100 billion dollars. With an income of this sort, it will be more nearly possible to pay the taxes, to liquidate the cost of the war, to police the world, and to feed the world to some extent. If we have unemployment such as we had in the 1930's, it will be impossible to do any of these things without going bankrupt.

At present we have more than full employment. One answer is that it is a result of the war. But another is that the war has stimulated a great deal of invention and development. It is doubtful whether ever in the history of the world there has been such a rapid and intensive development and initiation of production of new things. The result is a national income of about 175 billion dollars. At the bottom of the depression the national income was only about 50 billion dollars, and at this time, because of lack of confidence, business was not inventing, developing, and initiating the production of new things.

People who have studied the matter say we have never had full employment without new

enterprises. We have to have an expanding economy. Experience indicates that we are prosperous only when about 20 per cent of the national income is being invested in new enterprises.

In 1939 President W. E. Wickenden, of the Case School of Applied Science wrote an article² "The Young Engineer Facing Tomorrow," which sums up the necessity for the development of new products as follows:

Every engineer knows that permanent gains in wealth and leisure are the by-products of rising efficiency and cannot be created by government subsidy; that the way to cure unemployment is to create more jobs through research, thrift, and enterprise, by development of new products, by creating new industries, and by translating technical advances into reduced prices and wider markets. One quarter of all our employment today is said to be in industries which did not exist before 1880.

We can't have full employment if we all make the same things, because the markets for these things will become saturated. Therefore we must have ingenuity and inventiveness to think up new things which people will want to buy. Without good engineers, new successful enterprises are not possible. It takes engineers to invent, design, develop, and put new products into production.

Present Trends

The supply of engineers has been interfered with in two ways by the war. A great many engineers have had their college courses

² *Electrical Engineering*, May 1939.

Contributed by the Committee on Education and Training for the Industries and presented at the Spring Meeting, Birmingham, Ala., April 3-5, 1943, of THE AMERICAN SOCIETY OF MECHANICAL ENGINEERS.

¹ Manager, A.S.M.E.



Courtesy Westinghouse Electric & Mfg. Co.

"MEN MUST WORK AS THEY LEARN."

interrupted, and those who have been allowed to remain in college have been in accelerated courses. Although these accelerated courses cover many subjects rapidly, there is a feeling that the students are not able to absorb and thoroughly understand them when they are pushed through in such a hurry. There is danger therefore that the men who have obtained their engineering training in these courses may tend to be handbook engineers.

There is grave danger that the continuity of engineering education in the colleges will be broken because recent selective service directives say that all the engineering students must graduate by June 1, 1945. If the war should continue beyond that date, it looks as though the colleges would have to close because the Army Service Training Program is being abolished.

The effect of the war has also had serious consequences on the attitude of young people toward education, and college education in particular. The reduced time spent in college under the accelerated programs has led many people to believe that a four-or-five-year college course is unnecessary and a great waste of time.

The engineering graduate today is thus greatly handicapped compared to his predecessor of a few years ago in analyzing any engineering problem from fundamentals. Consequently, the native ingenuity of but few men in college during this period has been stimulated or developed by a basic understanding of engineering fundamentals. Nor have such students been encouraged to think for themselves in the rush of absorbing detailed knowledge in a very limited field.

During the postwar period considerable pressure may be brought to bear on the colleges by many people to continue the accelerated program. But such people fail to recognize the loss to the national culture and the lack of all-round ability of the engineering graduates which such a program produces.

Not only have subjects been covered very rapidly in the accelerated program, but also only subjects relating to specialized fields have been covered at all completely.

The engineering colleges should return to at least a four-year program interspersed with vacation periods during which the students could work and get practical experience.

Industry must play its part in offering opportunities for work to these college students in their vacations. This would be more convenient for industry if the colleges could arrange it so that all the students would not be looking for work during the same three months of the year. There should be a greater expansion along the lines of co-operative courses where students work part time in industry while they are going to school.

Educational Responsibility

Not only will it be necessary in the coming months for colleges to recognize and appreciate the limitations of the accelerated program but they must in addition, with industry, emphasize to the country at large the necessity of returning to basic college curricula as rapidly as possible.

During the war period many professors have transferred from the colleges to industry. In the postwar period industry must feel the responsibility for letting some of its best engineers take teaching positions in the colleges.

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It would be a good thing for the profession if more opportunities could be provided for the interchange of staff members between colleges and industries. This could be done by summer work in industry for college professors, or even better, perhaps arrangements could be made for college professors to spend "sabbatical years" in industry.

In order to carry on the type of engineering which will be needed in the postwar period, we must have a supply of young men whose native ingenuity has been encouraged and developed, who understand the basic fundamental principles, and who can think for themselves.

If they are not getting this kind of training in college, then it is more than ever necessary that industry for its own sake furnish such education and opportunities for development to the young men whom they recruit.

Such courses will be invaluable as refresher courses to young engineers returning from the armed forces.

Even in ordinary times, postcollegiate education within industry is very valuable. The college can teach physics and mathematics and the fundamentals of engineering, but the application of this fundamental knowledge to engineering problems can be done more convincingly in postcollegiate courses in industry.

Postcollegiate Apprenticeship

Every executive must be an educator. In fact, he can't be a good executive unless he is an educator. In the broadest sense, an executive becomes effective when he educates his assistants to do the things he wants done, in the way he wants them done. In fact, he becomes even more effective when he can educate his assistants to originate spontaneously and carry forward desirable enterprises without specific instructions.

It is sometimes said that only large industries can run these educational systems. To be successful, a small company must have at

least one engineer who understands his engineering. Such a man should also have leadership ability which would include the desire and ability to educate others. Time spent in educating others will not be wasted, but will be returned manyfold in the more intelligent help which his assistants can render him. It makes one think of the Bible verse—"Cast thy bread upon the waters and it will not return unto thee void."

Someone may ask about the company which hasn't even one good engineer. Shouldn't the college supply men trained for such positions? It seems to me absurd to think that the colleges can turn out an engineer capable of going into a company where there are no good engineers and suddenly take responsible charge of engineering activities. The engineering societies very rightly insist on practical experience before a young man is considered a full-fledged engineer, and the state licensing boards also require practical experience before a man is placed in charge of engineering work. Therefore, if a small company hasn't even one good engineer who is capable of educating his associates, they cannot hope to supply this need directly from the colleges but should obtain some older man who has had both education and practical experience elsewhere. In other words, there is no substitute for apprenticeship in the widest best sense of the word, in engineering as well as in mechanical trades.

"For Instance"

When our company was first formed, there were no electrical engineers available to test, install, service, or even operate the electrical equipment. The company was thus forced in the very beginning to start an educational system. Young college men were given practical experience in our "Test" and training for leadership in the responsibility of running this Test. Over the years about 15,000 men, who have come to us fresh from college, have

participated in the Test course. Many of them are still with the company, but many others are holding positions of leadership throughout industry.

About twenty years ago it became evident that the four-year college course was not enough. The colleges could teach fundamentals, but we had to show the graduates how to apply those fundamentals to a great variety of practical problems. We founded the Advanced Engineering Program in which a carefully selected group of men are given one to three years of additional education. Four hours a week are devoted to classroom lectures and recitations, in preparation for which considerable outside work is required. The courses are revised continuously to keep abreast or ahead of the art. Many of the lectures have been published in books which are being studied all over the country.

The success of our Engineering Educational Programs is due almost entirely to the philosophy behind them rather than to the technical material presented. Selection for the Advanced Engineering Program is based principally on knowledge of fundamentals and ability to apply them to simple problems. It is therefore essential that the colleges provide training in the fundamentals of engineering rather than in specialized design. New designs, to be successful, must always be based on the fundamentals of engineering rather than on previous design. We therefore believe that it

is more important for the men of the program, who will be our technical leaders of the future, to have a broad knowledge of the fundamentals underlying all engineering rather than detailed knowledge of any specific design.

The classwork of the program, therefore, consists of a series of weekly engineering problems, each one of which may require about twenty hours of outside work. Each problem is complete in itself, although it generally involves more than one branch of engineering. The emphasis is upon a correct solution rather than upon the knowledge of any specific method, and the men are encouraged to develop their own method of solution if it will save time or present a better physical picture of the process involved. For example, training in mathematical manipulation and concepts is distinctly limited to those which have direct application in the solution of a specific engineering problem, the objective always being the most simple and direct solution.

Although the broad outlines of the program and its objectives have not materially changed since its founding twenty years ago, the material content has been revised every year to keep pace with the advances in engineering. We are extremely fortunate in this connection to have available an almost unlimited supply of problems which are directly related to production and design. There is therefore no question about the importance and relevance of any material which is given in the

Philadelphia Electric Company

BUY U. S. WAR STAMPS AND BONDS

program. It is always directly involved in the solution of a practical engineering problem.

The company believes that men must work while they learn. They thus combine real experience with education. During the first year of this program the men do productive work on Test. During the second and third years they are circulated on assignments of at least three months to various engineering departments and to the Research Laboratory where they do useful engineering work. They thus come in close contact with many of our older engineers and some of our research scientists, absorbing a perspective, a point of view, and gaining a balance which could not be obtained in any one department. The rotation also helps spread up-to-date scientific information throughout the company.

Training for Leadership

The Advanced Engineering Program also provides a unique type of training for leadership. The instructors of all the classes, whom we call supervisors, are themselves recent graduates of the program. They are given complete responsibility for the organization and administration of their respective classes and are encouraged to inject into the class any improvements which they, as students the year before, had felt would benefit the class. Normally these men supervise a class for only a single year, and they therefore approach this work with intense enthusiasm and with the knowledge that they have only one opportunity to contribute to the program the material and teaching methods which they believe most important. Supervising thus becomes a creative opportunity for each supervisor to take the material which he received as a student, revise and improve it, and pass it on.

Naturally such young men do not have the experience and background that certain phases of the program require. They therefore depend on the experts scattered throughout the

company for such material. In a single year more than 66 such specialists have lectured to the Advanced Engineering Program in addition to the members of the staff. However, complete responsibility for each class still rests with the supervisor and he thus gains outstanding leadership, ability, and experience in handling personnel problems.

A leader must understand human relations. Some people think this subject can be learned only by experience. It is seldom included in a college curriculum. It is for this reason that, when hiring college graduates, industry is interested in their extracurricular activities.

We believe a young man can gain more from his experience in human relations if his interest in this subject is stimulated by discussion. We believe in making young men conscious of the feelings and reactions of others. Engineering projects are so big that it is always necessary to work with others. The results of a group working together with real teamwork are much greater than the sum of individual efforts. In our discussion groups on human relations we emphasize determining the problem, finding the solution, and selling the solution. Practice in public speaking is included. The discussions also emphasize the importance of helpful attitudes toward others.

Results

Over 750 men have graduated from this program, and most of them are still with the company—forming the shock troops for attack on the company's most difficult technical problems. When the war emergency started we thus had the personnel and organization of a technological clinic consisting of exceptionally well trained men who had not been trained narrowly in only one specialty but who had been rotated from department to department and thus were in the habit of tackling new jobs. These men were transferred

directly from the program and from refrigeration, air conditioning, and other peace-time jobs into war work, and formed the spearhead of many technological advances, and the technical foundation of those greatly expanded divisions—radio, superchargers, and armament control.

It is believed that the broadly trained graduates of these programs can readily readjust themselves in the postwar period to help in the most important task of beating swords into plowshares, thus helping to keep employees on the payroll and to furnish employment to returning servicemen.

Reprinted from MECHANICAL ENGINEERING, Vol. 66—No. 5, May, 1944



The American Management Association, realizing that as the war continues management must maintain its production efforts so that our armies can deliver the final blow, but also realizing that manpower reconversion is a problem which must be faced now, held a Manpower Reconversion Conference in the Hotel Pennsylvania, New York City, September 27, 28, 29.

The major burden of preparing for this reconversion will fall on the shoulders of industrial relations and personnel departments: they are being looked to for the essential information and general guidance, and so rapidly are the military and industrial situations changing that the personnel field is under constant pressure for the latest and most authentic information. AMA's Conference was planned to give a full and comprehensive picture, not only of specific problems of manpower reconversion but also of those industrial relations factors that must be taken into account in rational planning of company postwar labor relations. Consultation by the AMA with hundreds of companies, with industries throughout the United States, has given an accurate picture of the conditions that industrial relations departments are now facing and which they expect to meet during the coming months.

The speakers who were chosen from the executive ranks of industry, government, and labor chose ten major topics under which they hoped to provide a definite amount of specific needed information on the problems under consideration. Under the topic "Re-employing the War Veteran" such questions as techniques of retraining veterans, seniority problems, and rehabilitations programs were discussed. Government policy on reconversion, probable national employment levels, and Legislative controls over hiring were discussed under the heading "Economic Factors Affecting Postwar Employment." "Current Manpower Supply Conditions" was used as a general grouping for talks on adjusting supply to changes in military needs, operation of referral plan, WMC-USERS coordination of veterans' re-employment, and new WMC regulations.

LIFE UNDERWRITING—A Professional Career



SOLOMON S. HUEBNER, Ph.D., Professor of Insurance and Commerce, Wharton School of the University of Pennsylvania

The author, Dr. S. S. Huebner, is Professor of Insurance and Commerce at the University of Pennsylvania. He has served the Federal Government on a number of important investigations, and during his entire career, he has been essentially a pioneer in the field of insurance teaching, in the preparation of texts and other publications, and in the initiation of professional movements. He is the author of numerous books on insurance, including "Property Insurance," "Life Insurance," "Marine Insurance," "Economics of Life Insurance," etc.

In response to many requests, and in appreciation of the important parts taken in placement work by Life Insurance people, we are happy to reprint here the substance of an authoritative statement originally published in the PENNSYLVANIA PLACEMENT REVIEW under the title *A University Viewpoint of the Field of Life Insurance Underwriting*.

UNIVERSITIES should be anxious to see their graduates placed in callings which cover a vital social need, which afford ample opportunity for creative endeavor, which are not likely to be displaced by some other competitor, and which give promise of a decent compensation commensurate with effort. Life underwriting as a career meets all of these conditions. If properly practiced, life underwriting meets all the requirements of the professional concept. As a calling it is fundamentally useful to society and so inherently noble in its purpose of family and business protection as to inspire sufficient enthusiasm on the part of the practitioner to make it his full-time life's work. It also involves a deep science and in its practice an expert knowledge of that science.

Business represents the judicious union of two kinds of capital, namely property capital and human life value capital. In most callings, and especially in the professions, the property capital is relatively small and the life value capital is by far the more important. This is particularly true of life underwriting. The life underwriter is not paid for mere length of toil or degree of perspiring effort. If that were the basis of compensation, he would be

a mere wage earner, chained to a desk with a watchful superintendent over him enforcing a contract of hire based on stipulated hours of mechanical toil. Professionally, the life underwriter is paid by the buyer of insurance. The compensation is earned not for the mere act of selling something, but for the rendering of sound advice based on knowledge of his subject. Like the lawyer or surgeon, the life underwriter may earn his thousands of dollars in a day, as is so often the case, if the proposition is large enough and the advisory counsel in connection therewith sound and practical.

The big future development in life insurance will be in the field of business, estate and investment insurance, a truly complicated service which requires of the underwriter a substantial fund of business knowledge and the educational background to acquire the same if he does not already possess the knowledge sufficiently. I know of no business calling which stands in greater need of the college graduate than does life underwriting, or one which is better suited to a red-blooded college graduate, willing to work and imbued with a desire to be creative in his efforts and to forge ahead in honest earning capacity. The number of college graduates in life underwriting

has been growing by leaps and bounds, and I frequently have the opportunity to contact with agencies of substantial size whose personnel consists to the extent of one-half or more of graduates from universities and colleges. Such graduates I find are best fitted to master and pursue the professional vision of the calling. When once properly established I nearly always find them enthusiastic and happy concerning their life's work.

As compared with other leading business callings into which college graduates are entering in large numbers, life underwriting measures high from the standpoint of earnings. And in the field of salesmanship I doubt whether any type would exceed the life underwriting group in the average income earned. Moreover the life underwriter stands an excellent chance to become a General Agent or Manager, and this group in turn is largely drawn upon to-day to fill executive positions in the Home Offices. An unusually large number of college graduates, I find, have attained these higher salaried positions after serving their time in the field.

But earning capacity is not the only measure of happiness from vocational effort. Security of position and consciousness of rendering a worthwhile service are also essential. Life underwriting meets both to the fullest extent. Moreover, there is no possible substitute for life insurance under our present economic order. The underwriter may therefore feel secure against the hazard of displacement by a competitor. He may also rest assured of a permanent and growing business with an ever increasing opportunity for participation. The successful underwriter's work is essentially based upon the "endless chain" method, thus affording a growing clientele in the course of time based upon quality of service. The work is also stimulating in the sense that it compels continued study and creative thinking. Successful life underwriting is essentially a vocation of ideas and expert knowledge combined with a well developed personality. To college graduates, willing to apply themselves, these attributes should appeal as offering a splendid channel of opportunity for the upbuilding of a professional career.



POSTWAR ADVANTAGES OF WAR TRAINING

California Institute of Technology offers war training courses in the fields of Engineering, Science, and Management that afford unusual opportunity for specialization and preferred placement in the postwar period. All courses are given in the evening and include such courses as Organization Analysis, Office Management, Motion and Time Study, Cost Estimating, Industrial Relations, Cost Determination and Control, and Industrial Management.

EDUCATION FOR AMERICAN CITIZENSHIP

A Presentation by the National Foundation for Education in American Citizenship

Edited by FRANKLIN L. BURDETTE

HUMAN EVENTS, a weekly analysis for the American citizen, is published in conjunction with the National Foundation for Education in American Citizenship. Printed in the form of a news letter and signed by a distinguished writer, each issue examines and interprets a single international development or situation of great significance to citizens of the American Republic.

The publication considers the international scene in the interest of the American tradition and American ideals. It is edited by Frank C. Hanighen, with Felix Morley and William Henry Chamberlin serving as contributing editors. Among outstanding guest contributors have been Hugh Gibson and Herbert Hoover. The weekly analysis is accompanied by a brief report of news developments under the title "Not Merely Gossip."

HUMAN EVENTS takes its title from the opening paragraph of the Declaration of Independence, which asserts the necessity for the American people "to assume among the powers of the earth" a "separate and equal station." The editors announce: "No apologies, therefore, are offered for studying the course of these events from a distinctly American viewpoint. This does not mean a narrowly nationalistic approach. It does involve the underlying conviction that the development of Man as an individual is more important than the furtherance of totalitarian trends. . . . This correspondence may be filed for reference with

assurance that the passage of time will not quickly destroy its validity and with certainty that in later years the opinions currently expressed will never be classifiable as vindictive, misleading or deliberately propagandistic." The publication seeks to report facts which newspapers overlook and also to delineate historical and philosophic background in order to focus the permanent as opposed to the transitory significance of events. It is "high time," the editors rightly set forth in their statement of purpose, "for careful, objective and continuous examination of America's place in the post-war world, undertaken primarily from the viewpoint of the essential American tradition. It is high time for America to develop broader international understanding, and to exercise moral leadership in accordance with the principles which have made us great."

The National Foundation for Education in American Citizenship has cooperated with the Commission on Citizenship of the Association of American Colleges and with the American Alumni Council in making available to college presidents and to alumni secretaries copies of *Human Events* in order that the background of American foreign policy may be studied by large groups reached through the colleges and their publications. The Foundation is not responsible for the editorial policy of *Human Events*. Editorial offices of the weekly letter are at 1702 K Street, N. W., Washington 6, D. C.



BOOK REVIEW

"The Craftsman Prepares to Teach,"
David F. Jackey and Melvin L. Barlow; The Macmillan Company, 1944; 184 pages. \$2.00.

This book was intended to serve as a brief guide for the practical shop man selected to teach trade classes in the school or in industry. Its authors have a background of vocational education gained in State Departments of Education. Probably because of this background, the book is of greater value to individuals interested in teaching vocational subjects in school rather than in industry. Some rather practical considerations of interest to industry are not given sufficient stress. For example, the need to keep the course content and length to absolute minimum, the need to teach everything possible via production work versus models or exercises to get maximum production and learning for economy as well as interest reasons, and the need for individual progress records and budgeted times for course projects could have been given more emphasis. The lack of stress on these points, however, does not detract from the value of the book. Its value to the instructor in industry would have been increased had such stress been made.

The authors set out to convince the new teacher that a plan is of the utmost importance in teaching. They have done admirably in this respect. The book gives a brief survey of the points to be considered in developing and using such a plan and should whet the appetite of one interested in going further into the field. The style is clear and one that should appeal to the intended reader. Numerous exhibits and questions are included to aid the reader in forming a clear conception of the subject matter. The book consists of two parts. Part 1 is devoted to the steps in making a course of study, and Part 2 reviews factors of successful teaching.

Six steps are proposed for the development of the trade course. First, the name of the course should accurately indicate its content and limits. Second, the objective of the course must be clearly stated in terms of what the learner is to accomplish. This step while well developed could have included the desirability of developing course objectives in cooperation with the industry or production supervisors involved. There is a common failing in this respect today. Third, the content of the course must be determined by listing the jobs to be done in meeting the objectives. Here it would have been well to add the thought, "Is each absolutely necessary?" Arrangement of jobs in learning order is stressed in this step. Fourth, each job should be analyzed. Lesson plans, operation and information sheets should be prepared with due regard to the four basic steps of instruction. Had space permitted, it would

have been desirable to add to this step or indicated elsewhere some advice on getting trainees to use these aids, and also to refer to the importance of describing trade terms. Fifth, prepare the time schedule for the course. Sixth, determine the prerequisites of the course. Part 1 is concluded with 55 pages containing examples of course study.

Part 2 is intended to give the new instructor some of the essential factors in successful teaching. Following a general description of the various teaching methods is a very good chapter on interest factors. The authors stress the relationship between interest, ability, and the desire to learn, and briefly discuss the appeals to interest. The question of individual differences is covered very briefly although, again if space permitted, it would have been interesting to the new instructor to get more advice on just how he can recognize and make use of individual differences in the instruction process. Helpful information is given on the subjects of visual aids, shop organization, teacher relationships to supervisors, trainees and fellow teachers, and the types of tests are illustrated.

The book is recommended to the practical shop man who is interested in teaching vocational classes. While the contents are not exhaustive nor new, it does give him an outline of fundamentals in a convenient form. He will do well to follow the suggestions of the authors as far as it is practical to do so.

THOMAS G. NEWTON,
Supervisor of Training, Armstrong Cork Company.

"Handling Personality Adjustment in Industry," by Robert N. McMurry; *Harcourt & Brothers; 297 pages. \$3.00.*

Dr. McMurry, Associate Professor of Psychology and Personnel Administration at Central Y. M. C. A. College, Chicago, has approached the problem of handling personality adjustments in industry with

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special emphasis upon the psychological nature of such problems. He strikes a fine balance in his attitudes toward the attempts to interpret and solve problems through psychological and psychiatric means. While he considers this method of attack the most important one, he does not, as do some psychologists, go so far as to interpret the fact that the baby is constipated as an indication that he will have a niggardly nature!

This book carries throughout three basic themes: First, the need of finding the underlying causes of employee dissatisfaction, and the value of recent findings in clinical psychology and psychiatry in interpreting the causes through the symptoms and in correcting the causes; Second, the importance of the personality of key people in management; Third, the necessity of scientific selective methods and training programs designed to alter attitudes.

In the past it has been assumed that what the employee wants is higher wages, shorter hours, and greater privileges. These are the most frequent demands; but whether they are the real causes of employee dissatisfaction is another question. Dr. McMurry develops the psychological motive as the primary force.

In any business organization, a few employees will be chronically dissatisfied, regardless of whatever effort is made to please them. Most of these people, Dr. McMurry thinks, are primarily neurotic. Others are maladjusted or emotionally immature. Such people need something to help make them feel secure, or they need punitive instrument, or a device to promote self-interest. They find the fulfillment of these needs in the union.

In addition to those who are chronically dissatisfied, all workers are to some degree unconsciously hostile toward management. The significance of this from the standpoint of labor relations, Dr. McMurry thinks, is that no business organization is safe from the threat of labor trouble, no matter how understanding and considerate its management.

The influence of maladjustment and immaturity are not confined to the rank and file. The executive who is relatively free from supervision, may relieve his tensions on the man beneath him, thus keeping the efficiency of an entire department below par.

In line with his theory that management must not only find the cause of trouble, but must also act upon the information found, the author suggests some harmless outlets for these tensions which also will result in creating morale and good will, such as sports, committee employee participation in department administration, recognition, labor-management committee, catharsis, and therapeutics.

The second problem, personality traits of key people in industry, restates and reaffirms this reviewer's own ideas. Dr. McMurry declares that management personalities and company policies are the greatest

single influence on employee morale. They may actually create hostility.

The principal causes of employee dissatisfaction are the personalities of top management as expressed in company policies and practices, and the personalities of line executives and supervisors with whom the workers come in daily contact. Much attention has been paid to the problem of supervision at the level of department head and foreman. It is agreed that its importance in influencing employee attitude cannot be overestimated. Oddly, however, little detailed study has ever been made of the influence of top management upon employee relations. The men who constitute top management are of equal, if not greater, importance in influencing attitudes than are subordinates. In many instances these men not only determine company policy, but they select the foremen and department heads as well. Consequently, the organization as a whole tends to reflect their personalities. Thus, in the final analysis, it is they who determine whether or not the company will be a pleasant one in which to work, a place of good employee morale, marked by loyalty and cooperation, or whether it will be an organization which exploits and degrades its workers.

There is no reason to assume that executives are less subject to immaturity or emotional maladjustment than are their subordinates. Those traits of character which enable men to rise to positions of executive responsibility are not always equally desirable from the standpoint of the employee.

Not all the trouble is caused by policies that are inherently bad. Frequently, management will decide upon a policy that is sound. However, by the time it has filtered down to the person on the job, it has undergone a complete change. The interpretation of the policy is in the hands of the foremen and supervisors. Their personality colors the interpretation. Ill advised or misinterpreted company policies constitutes a major source of employee dissatisfaction.

Everything that has been said about the influence of immaturity, emotional maladjustment and age of top management applies with equal force to executives and supervisors in positions of lesser authority. If any level of supervision may be said to be of maximum significance in influencing employee attitudes, it is the department head, supervisor, foreman, or straw boss. He is on the firing line. He is the only representative of management with whom the rank and file of employees have contact; hence, he comes to symbolize the company.

While the author considers it important for people in supervisory capacity to be emotionally well adjusted, he goes a step farther in his requirements for personnel workers. He thinks every person engaged in personnel work should be psychoanalyzed before his employment, and periodically thereafter. The personnel worker having himself experienced per-

sonal conflicts and observed the steps in their resolution through such treatments, the concepts and principles of psychoanalysis will have acquired an immediacy, richness, and meaning that could not have been gained by reading or attending clinical demonstrations.

Assuming that the personnel worker is free from emotional maladjustments, the author also considers it imperative that he understand at least the rudiments of psychology and psychiatry, or he should have the psychological attitude and approach. While it is not necessary that he be a specialist, it is essential that he understand something of the structure and dynamics of the personality, the relation to intelligence, to the emotions, and the part the emotions play in the human behavior. It is especially important that he understand the mechanism of repression and defenses he employs to deal with these conflicts.

Regardless of the methods used to ascertain the sources and nature of employee dissatisfaction, management must be willing to act upon the information which it has obtained. This is not always easy to do, it may require years, but prevention is one of the best ways of attacking the problem. The last quarter of the book deals with these measures—first, scientific employment methods should be used to measure the applicants vocational equipment, his personality makeup, and his motivation.

Key people should be subject to more careful pre-employment examination than is necessary for the rank and file. They should even have a home interview to help determine their adjustment.



Dr. Harold W. Bentley, associate director of the Columbia University Press, has been appointed director-librarian of the Benjamin Franklin Library in Mexico City, the American Library Association announced today. The library is administered by the American Library Association on behalf of the U. S. Department of State, and is operated as a typical public library in an average American city. The library was opened in 1942.

Dr. Bentley is a graduate of Columbia University and the Columbia University School of Library Service. He has been on the staff of the New York Public Library and the Carnegie Foundation for the Advancement of Teaching. He is American secretary of the Modern Humanities Research Association, treasurer of the American Booksellers Association and secretary-treasurer of the Index Society, organized for the purpose of publishing books for scholarly research. He is also the author of a Dictionary of Spanish Terms in English.

The new director succeeds Rudolph Gjelsness, who is returning to his position as director of the library school at the University of Michigan.

The Benjamin Franklin Library serves as an American cultural and informational center for the whole of Mexico. In addition to its up-to-date collection of books about the United States, its concerts, lectures and motion picture programs for residents and visitors in Mexico City, it is organizing methods for the interchange of research materials between libraries in Mexico, and between North American and Mexican libraries.

ASSOCIATION NEWS

Report of the Secretary

A meeting of the Executive Board was held on Friday, June 16, 1944, in the office of President Hardwick, in the Morris Building, Philadelphia. At that time the election of officers and members of the Executive Board and Administration Committee for the fiscal year, July 1, 1944, to June 30, 1945, took place. All the officers who served during the preceding year were re-elected, these being President Gordon A. Hardwick; Vice-President, Theodore A. Distler; Secretary, Virginia H. Stites, and Treasurer, Reginald L. S. Doggett.

The following were elected to membership on the Executive Board to serve for three years: John Barr, Theodore A. Distler, Robert D. Gray, Gordon A. Hardwick, H. Raymond Mason, and Robert C. Taber. It was pointed out that Dr. Taber had been nominated to take the place of Dr. Gideon, whose position on the Philadelphia Board of Education, prior to his retirement, Dr. Taber now occupies.

During the course of the meeting the President dis-

cussed the association's responsibility for those high school and college students, who do not finish their education. Also considered was the placement of returning veterans who may have developed new aptitudes and interests as a result of military training and service.

Do the Universities and Colleges have the responsibility for replacing veterans who are former matriculates? It was suggested by President Hardwick that the alumni personnel indexes which are being compiled in a number of universities throughout the country should help to solve this problem. Dr. Distler also spoke of a community post-war project being undertaken at Lancaster, Pennsylvania, to determine and provide for placement needs.

Since the Annual meeting, Mrs. Joseph Calder, nee Virginia H. Stites, has resigned, effective August 31, 1944, having been prevailed upon to continue her connection with the Association until this number of the Journal went to press. We are most grateful to her for the untiring effort and devotion she has put into the Association as Secretary and to the Journal as Editor.



EDUCATION URGED FOR RETURNING VETERANS

"Returning war veterans should not take jobs in defense plants but should avail themselves of the educational opportunities provided in the G. I. bill enacted by Congress," declared H. J. Crossen, director of the Veterans Administration in the Philadelphia area.

In a recent address before the Army and Navy Union of America, Mr. Crossen urged his listeners to "counsel the returning servicemen to complete their schooling." "Many of the boys are taking defense jobs rather than avail themselves of the opportunity of returning to school or preparing themselves for a post-war world by taking special courses," he said. "The Government has made provisions that none of these men need be destitute. Job opportunities in the future will be open to those with specialized training and skill."

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WARTIME COUNSELING

In March, 1943, SCHOOL AND COLLEGE PLACEMENT printed an article entitled "Occupational Therapists Wanted!" by Helen S. Willard, director of the Philadelphia School of Occupational Therapy. In this article Miss Willard gave a complete resume of the profession, its history, its uses and the occupational opportunities it offers. As the casualties of the war increase, the need for trained occupational therapists increases. From the August 3, 1944 issue of EDUCATION FOR VICTORY, we offer the following in the hope that our returning servicemen will find enough occupational therapists to aid them in bridging the gap between war and peace.

"Women between 21 and 35 years of age, with bachelor degrees in fine or applied arts, or industrial art with teaching experience, or home economics with a knowledge of three or four of the manual skills, may be eligible for free training in occupational therapy at Government expense. Basic psychology is also required for entrance.

The War Department authorized an intensive war emergency course for occupational therapy which was started in July and is to be repeated each four months until further notice. Instruction is given in each of the following accredited schools:

California: University of Southern California, Los Angeles—July 5.

Illinois: University of Illinois, Urbana—July 5.

Massachusetts: Boston School of Occupational Therapy—July 24.

New York: Columbia University, New York City—November 1.

Ohio: Ohio State University, Columbus—November 1.

Pennsylvania: Philadelphia School of Occupational Therapy—July 5.

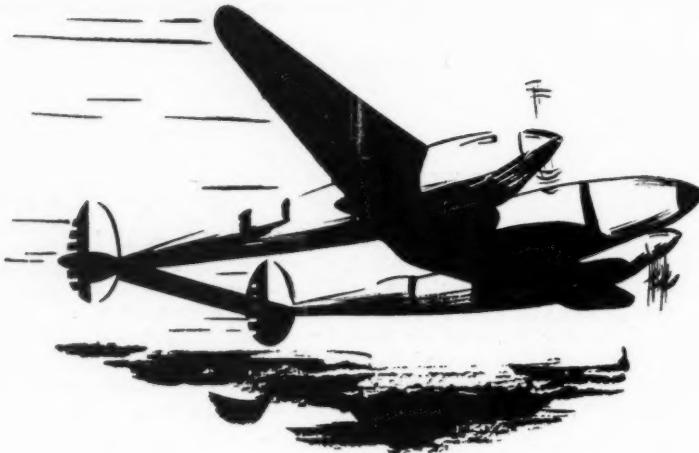
Virginia: Richmond Professional Institute—September 1.

A four-month curriculum including medical subjects and the theory and application of occupational therapy will be given in most of these schools. During this time the student-occupational therapists enrolled will have a SP-3 civil-service status paying a salary of \$1,440 per annum, and tuition and supplies for the course will be paid for by the Government.

Upon successful completion of the course and examination, graduates will be eligible to be registered as occupational therapists and will become student apprentices for eight months of clinical practise in designated Army general hospitals at \$1,620 per annum (civil-service grade SP-4). Student apprentices will be trained in Army general hospitals that have a head occupational therapist who is registered and qualified to direct students.

Those who successfully complete the work will be eligible on examination to be registered as occupational therapists (grade SP-5) at \$1,800 per annum, plus \$390 overtime per year.

For further information you may write the Civil Service Commission, Washington 25, D. C., requesting "Form No. 57." This form should be filled out giving complete information concerning education and experience in the field of arts, crafts, or special techniques. A physical examination and statement of availability are also necessary."



TAKE-OFF!

Many long-planned flights have ended abruptly in the take-off. We can founder at the outset of our path to peace if we fail in the rehabilitation of men and nations. Schools, government and industry have laid plans for the rebuilding process. If we as citizens, families and returning service men, attack rehabilitation in the spirit of enthusiastic preparation for future work, we shall pilot a successful take-off toward a new world.



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CHRISTMAS WISH, 1944

OUT OF FLAMING WAR a rebirth has come. The old, true Christmas spirit is stronger and brighter than in many a year. Out of the glorious meaning of the season there flows new faith and courage . . . and the wondrous promise that *Peace on Earth, Good Will Toward Men*, may yet come in a future that draws nearer. And so, to all friends of The Prudential, your families, and your distant loved ones, we send greetings, with the sincere wish that, despite war and its separations, this Christmas may hold for you many good things . . . and that the united efforts of all of us in the year ahead may hasten the day when your dreams of victory, of reunions, and of happiness may all come true.



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